

Curriculum Policy:	Art
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### Intent:

Art at Cleves stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

### Implementation:

Children from Nursery through to year 2 access the Art curriculum by using a variety of skills. They use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Be able to develop a wide range of art and design techniques/skills in using colour, pattern, texture, line, printing, shape, form and space. To Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

The aims of art and design for key stage two are to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Children are building on skills they have learnt in key stage one and applying them to their learning. Children learn about great artists, architects and designers in history.

### Impact:

At the culmination of each Key Stage, every student is equipped with the ability to apply and comprehend the skills, knowledge, and methodologies imparted to them, thereby achieving proficiency in drawing, painting, sculpture, and various other art, craft, and design techniques. Teachers utilise summative assessments to gauge students' progress and attainment using the expectations outlined in the National Curriculum. This data serves as a foundation for refining future lessons, ensuring that children receive tailored support and appropriate challenges.

Above all, students departing from Cleves carry with them the understanding that making mistakes is a natural part of the learning process. They are empowered to think critically about their own and others' work, discerning areas for improvement, or recognising when their creative endeavours meet their satisfaction.

#### **Equality, Diversity & Inclusion:**

The curriculum aims to incorporate diverse artistic traditions, cultures, and perspectives, ensuring that students are exposed to a broad range of artistic styles and voices. This includes studying the works of artists from different backgrounds, ethnicities, genders, and cultures. Efforts are made to ensure that the artwork featured in the curriculum reflects the diversity of the student body and society as a whole. This means including artworks that represent individuals from various demographic groups and underrepresented communities. Curriculum materials are designed to be accessible to all students, regardless of their background or abilities. This may involve providing alternative formats, such as audio descriptions or simplified texts, to accommodate students with disabilities or learning difficulties. Teachers are encouraged to adopt inclusive teaching strategies that cater to the diverse needs of their students. This may include differentiated instruction, group work, and the use of multiple teaching modalities to engage students with different learning styles and abilities. The curriculum encourages students to critically analyse artworks in terms of their cultural, social, and historical contexts. This includes discussions around issues of identity, representation, and power dynamics within the art world. Schools are expected to foster an environment where all students feel valued, respected, and included. This involves promoting positive attitudes towards diversity and challenging discriminatory behaviour or attitudes.

## **Roles and responsibilities**

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Ensuring the music curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

## **Roles and responsibilities**

**The governing board will be responsible for:**

- Ensuring a broad and balanced art curriculum is implemented in the school.
- Ensuring the school's art curriculum is accessible to all pupils.

**The headteacher will be responsible for:**

- The overall implementation of this policy.
- Ensuring the school's art curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the art curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching art.

**The art lead will be responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for Art.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Art, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all Design and Technology resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of Art to other curriculum areas.

**Art teachers will be responsible for:**

- Acting in accordance with this policy.
- Liaising with the Art lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this during ELT meetings.
- Reporting any concerns regarding the teaching of the subject to the Art lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

### **The National Curriculum**

At Cleves Primary School we run a mastery curriculum. This means that all curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Cleves we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that there are children of widely different artistic abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

**Adaption:** is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of learning the child is at and barriers to learning a child may encounter

**Support:** Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or assistant), a modelled example of what is needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery

**Deepening Understanding:** Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

**Lowest 20% toolkit:** These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 Support and carefully planned independent learning time.

### **Key stage 1**

**During Key stage 1 pupils will learn how to:**

- Utilising various materials innovatively for product design and creation.
- Employing drawing, painting, and sculpture as mediums to express and communicate ideas, experiences, and imagination.
- Cultivating proficiency in a diverse array of art and design techniques, encompassing colour, pattern, texture, line, shape, form, and space.
- Exploring the contributions of numerous artists, craftspeople, and designers, discerning distinctions and parallels among different practices and disciplines, and establishing connections to their own creative endeavours.

### **Key stage 2**

**During Key stage 2, pupils will learn how to:**

- practice of maintaining sketchbooks to document observations and utilise them for idea review and re-visitation.
- Enhancing proficiency in various art and design techniques, including but not limited to drawing, painting, and sculpture, utilizing an assortment of materials such as pencil, charcoal, paint, and clay.
- Learning about notable artists, architects, and designers from history.

# Curriculum Overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Nursery</b>	To explore colour and colour mixing.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Continue to draw with increasing complexity and detail, such as representing a face with a circle and including details.
<b>Reception</b>	To explore and use a variety of artistic effects to express their ideas and feelings.	To explore, use and refine a variety of artistic effects to express their ideas and feelings. (Van Gogh)	Creating collaboratively using a range of tools and resources.
<b>Year 1</b>	<u>Skill: Painting and drawing</u> Artist focus: Piet Mondrian	<u>Skill: Sculpture</u> Artist focus: Wanda Shum and Lucy Arnold	<u>Skill: Printing, collage and textiles</u> Artist focus: Clare Burchell and Tom Killion
<b>Year 2</b>	<u>Skill: Painting and drawing</u> Artist focus: Bridget Riley	<u>Skill: Sculpture</u> Artist focus: John Mawurndjul and Nellie Marks Nakamarra	<u>Skill: Printing, collage and textiles</u> Artist focus: Hannah Hoch
<b>Year 3</b>	<u>Skill: Painting and drawing</u> Artist focus: Claude Monet	<u>Skill: Sculpture</u> Artist focus: George Segal and Alaa Awad	<u>Skill: Printing, collage and textiles</u> Artist focus: William Morris
<b>Year 4</b>	<u>Skill: Painting and drawing</u> Artist focus: George Seurat	<u>Skill: Sculpture</u> Artist focus: Anna Whitehouse and Apelles	<u>Skill: Printing, collage and textiles</u> Artist focus:
<b>Year 5</b>	<u>Skill: Painting and drawing</u> Artist focus: Paul Cezanne	<u>Skill: Sculpture</u> Artist focus: Alberto Giacometti and Georges Braque	<u>Skill: Printing, collage and textiles</u> Artist focus:
<b>Year 6</b>	<u>Skill: Painting and drawing</u>	<u>Skill: Sculpture</u>	<u>Skill: Printing, collage and textiles</u>

	Artist focus: Chuck Close	Artist focus: Andrés Curruchich and Juan Sisay	Artist focus:
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