ACE Learning



Art Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent (aims)

At ACE Learning, we believe that Art and design is essentially concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Making art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements. We will do this by:

- developing and extending the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world;
- enabling pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art *and*
- developing pupils' appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages, placing them within a wider social and historical context.

Objectives

- To provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self-esteem.
- To develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience.
- To foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions, both expressively and in design.
- To develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources.
- To encourage pupils to evaluate and review their work and that of others, both individually and in groups.
- To provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas.
- To develop pupils' understanding and appreciation of Art and design as a positive force within their everyday life, using their knowledge to inform their own creative work and seeing themselves as makers within a broader cultural context.
- To encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

Curriculum Progression

The knowledge and skills ladders for Art clearly outlines how learning progresses. Learning is carefully sequenced to ensure the main objectives within each Key Stage are met, including the EYFS.

These are delivered through the following component strands, through a wide range of media such as; drawing, painting/colour, collage/mixed media, 3D sculptures, printing and pattern of media:

- Observation
- Exploration
- Experimentation
- Evaluation

Vocabulary development
The children will use specific art vocabulary to evaluate their own and others' work. Vocabulary has been deliberately structured so that each year group builds on previous learning. The children are encouraged to be curious, challenge others' ideas and concepts and always referring to the natural and man-made world. The skills vocabulary grid outlines progression between the EYFS and year six. Theme overviews contain vocabulary linked to subject knowledge.

Approaches to Teaching and Learning
Teachers utilise a variety of approaches including the Mantle of the Expert approach to learning where appropriate to increase pupil engagement and provide stimulation through meaningful learning scenarios. Links are made to all subject areas where possible within each theme. These links are tracked closely so that over the course of both cycles in each learning stage, children are acquiring the skills that are appropriate for their year group.
The following organisational and pedagogical strategies should also be adopted, where appropriate:

- the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and computing are covered;
- pupils to develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials *and*
- pupils to develop skills in manipulating a range of art and design media using a diversity of scale. Opportunities will be provided for them to respond to themes and starting points which will be planned to develop skills in systematically applying the visual elements of art.

Resources
Staff have access to a well-stocked art cupboard to support the delivery of aims above, as well as a class budget where any further resources can be secured.

Health and Safety
Pupils will be taught to use materials, tools and equipment safely in line with the academy's Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Teachers will ensure that appropriate methods of cleaning waste materials at the end of lessons are followed, especially important for clay, plaster and dyes. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature. Guidance will be provided for parents on cleaning the spillage of paint from pupils' clothes.

Assessment
At least once a year, summative assessments are made; teachers will report on how well children are working against their year group's objectives for Art. Opportunities for formative assessment will be identified when planning. Children have personal portfolios containing examples of their work representing key aspects of art activities. This will form the basis of agreed standards achieved. Pupils will be encouraged to reflect upon their work as individuals, in pairs or in class groups, as appropriate.

Monitoring Impact
Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The Art leader will monitor a sample of work at set points throughout the year. For example, by looking at evidence in books, classrooms and via pupil voice during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of Art will be recorded by the subject leader and reviewed regularly.