



Art Policy

Member of staff responsible	Date Approved	Review Date
Lisa Fell	Spring 2025	Spring 2027

Intent

Our Philosophy for Teaching Art

At Newton Village Academy, we believe that pupils should master Art and Design skills through effective teaching of the key areas, making, generating ideas, formal elements, knowledge of artists and evaluation of their art.

Our intention is to inspire children to be confident and creative pupils with the opportunities to express themselves. We feel by giving the children the skills and exposing them to a range of work produced by artists this will enhance their ability to apply their skills and be able to communicate their views and opinions on a range of artwork.

National Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our Curriculum

Our Art and Design curriculum allows children to create artwork using formal elements. There is focus on the influence and exploration of great artists to inspire our pupil's artwork. We use 'CUSP' as our main resource for planning and implementing our scheme of work and it is organised into blocks with each block covering a particular set of artistic disciplines:

Drawing	Painting
Printmaking	3D

Children are taught art and design through a progression of skills, building on their previous learning and ensuring progress is made. We encourage our pupils to enjoy and explore the work of different artists and to appreciate the enrichment that visual arts bring to life. We aim for all children to be as creative as possible to prepare them for a life beyond school.

Implementation

Curriculum Organisation

Our Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking and 3D. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on

developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Timetable


Four units of work are taught in each year group and these are spaced so that Art and Design is taught every term.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

The sessions are either taught on a weekly basis but are frequently taught within a block. This is decided by the teacher and is dependent on the topic content and length.

Teaching & Learning Approach

Year 5: Printmaking





Core content


Learn a new printing process called reduction printing.


Apply knowledge of printing processes and combine them to produce an overlaid image.


Technical vocabulary


Edition – one version of something in a series. 

Overlaid – the past tense of 'overlay', meaning to put something on top of a surface to cover it completely. 

Reduction printing – a method of block printing where part of the block is removed for the layers and each colour is printed on top of the last. 



Transpose – to move or change something to a different place or environment or into a different form. 

Incision – a cut made into something. 

Inverted – an image that has been changed by turning it from top to bottom or left to right, to show the opposite of the original image. 

Connections

Andy Warhol (1928 – 1987)
American artist and printmaker

1. Knowledge notes - This should be introduced at the start of lesson one so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn as the lessons progress. Icons have been used to aid understanding of the terms. The knowledge note will be stuck into the pupil's individual sketchbooks and will be referred back to within every lesson.

2. Vocabulary – Activities are designed to help pupils develop the skills to talk about their own work, the techniques they have been using and the work of others and use appropriate vocabulary to do this meaningfully. Words have been selected that relate to the lesson content and support the broadening of pupils' understanding.

3. Lesson Activities – Each unit is developed over 3 sessions and children actively participate. Background information is provided about the specific artists, and an insight is shared where the artist sits in art history and their influences. Prior learning is drawn upon and is often a starting point to talk about when the area was last taught and what skills they previously learnt. Techniques and skills are taught sequentially, and the pupils work in sketchbooks to aim to produce a final piece showcasing their new skills and understanding.

Classroom Organisation

Art and Design is taught either in the classroom or in the hall depending on which resources and how much space is required.

Resources

All Art and Design resources are stored in the 'Art cupboard' and clearly labelled in a range of drawers. The subject leader listed all the required resources needed for each unit within each year group and ordered them accordingly. A note has been made of which resources are consumable and therefore would need to be ordered on a yearly basis.

Provision for Lower and Higher Ability

Pupils needing support are quickly identified and interventions are put in place to give a mixture of additional adult support and peer support, as well as increased verbal and live feedback during the session – SEND section with more specific examples.

Extra-Curricular Activities

A range of extra-curricular clubs are available for Reception, KS1 and KS2 pupils. The focus of these clubs are quite often seasonally such as Christmas and Summer art activities but also might be linked to art competitions. These clubs are well attended and often take place within the 'Art and Music' classroom.

EYFS

Through exploration of art, pupils develop imaginatively and creatively. In Early Years at Newton Village Academy, pupils have regular opportunities to explore and create with different materials and express ideas through art.

Expressive Art and Design

Three and Four-year-olds	Children in Reception	Early Learning Goals
<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used

Physical Development

Three and Four-year-olds	Children in Reception	Early Learning Goals
<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Parents

We know how important parental involvement is in maximising our teaching and learning. Consequently, we keep parents up to date with their children's progress and involve parents as much as possible through:

- Sending information home regarding what the children have done in Art at school using 'Tapestry' and through posts on our social media sites.
- Individual children's progress and attainment is reported to parents termly through face to face meetings and an end of year report.
- Achievements in Art is celebrated in work of the month assemblies.
- Keeping parents up to date with our curriculum through newsletters and our website

Transition to Secondary School

Our Art scheme of work was developed in liaison with the Art Subject Lead in our trust secondary school with a view to continuing and extending topics/themes developed in secondary school. Annual meeting between the two members of staff is being encouraged both on the primary and secondary sites.

Continuous Professional Development (CPD)

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust art curriculum. Teachers are supported by webinars from art specialists through the NSEAD and also, they can develop their subject knowledge through the abundance of resources and reading material offered through the site.

In addition to this on-going CPD, we work very closely with our local secondary trust school and their Art subject lead. We have an 'Art Team' on 'Microsoft Teams' where staff collaborate, share ideas and organise CPD events for staff.

Assessment

Formative Assessment

Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context.

Teachers assess progress in art, craft and design through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge teachers, listen to pupils talking about art, craft and design and read what they write.

Summative

Judgements are made about how well the pupil has achieved the unit objectives and these are recorded and placed onto a spreadsheet. These results are recorded to monitor attainment and progress through the year. The results are also used to assess which topic areas need more reinforcement and repetition.

Impact

Whole School Tracking

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads and SLT to monitor progress and attainment on a half termly and annual basis, as well as tracking between key stages.

Subject Monitoring

Progression of skills is monitored regularly through regularly reviewing and scrutinising children's work as well as organising discussions with children to talk about what they have learnt, understood and remembered about what they have been taught.

Lessons are regularly visited to monitor the quality of teaching and learning.

Staff are encouraged to feedback at staff meetings to continuously improve our teaching and learning.

Impact on the Children

Our children are very enthusiastic and enjoy learning in their art lessons.

Their sketchbooks include a very high level of work which has been produced and has been annotated with their thoughts and ideas included.

Artistic skills are improving, the children can recall previous teaching and apply this to their current work.

Artwork is celebrated around school and in the classrooms.

Extra-curricular art clubs are always full as children are keen to have further opportunities to explore.

The children have a good knowledge of a range of artists and designers.