



Katherine Semar Schools

ART POLICY

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Katherine Semar Schools

Art POLICY

INSPIRE CURRICULUM

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

OUR AIMS IN Art – What do we want to do?

Art, craft and design embody some of the highest forms of human creativity. Our art and design curriculum will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be supported to think critically and develop a more rigorous understanding of art and design. They will be taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Katherine Semar, we believe art and design fires the imagination and is a fundamental means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. There is great pleasure to be derived from art and design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

In-line with the National Curriculum 2014 we aim to ensure 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 IMPLEMENTATION – How will we achieve our aims?

Art long term plan

- Each year group will teach the areas of Art identified in the school's long term plan to ensure coverage of statutory knowledge and skills.
- The school's Art progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Cross-curricular learning

- At Katherine Semar, we stimulate pupils' curiosity and sustain their interest through cross curricular links with our topics, as well as pupil's own interests and environment. We give high priority to pupils' experimentation with ideas and media, allowing opportunities to review practical work to develop specific skills, supported by inspiring examples by other pupils.

Topic launch and land

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

Exploring the work of great artists

- We value to work of great artists in both helping us to learn about periods in history and artistic techniques, as well as inspiring our own pieces of art.
- To ensure our children are exposed to a broad range of artists from different periods and styles, we have developed a long term plan through which each year group studies the work of at least three artists, thus ensuring depth and breadth throughout their time at Katherine Semar.
- Monthly assemblies celebrating the work of artists, supported by a permanent display in the hall and art room.

A whole school commitment to Art and Design

- Art and Design is a highly valued aspect of our school curriculum and permeates all aspects of our school community.
- Our annual programme of extra-curricular activities includes art and design clubs.
- We make opportunities for the children to work with artists from the local community and further afield on collaborative, celebratory and individual works of art and design.
- We highly value the children's artwork and display a broad variety of children's work around the school to celebrate both progress and achievement.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be high prior attainers or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

OUR MONITORING – How will we monitor the effectiveness of our Art policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our Art policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in Art:

- **Lesson Observations and Learning Walks**

Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Work Scrutinies**

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of Art at our school and their feedback actively informs subject development through our curriculum action plan.