



Art Policy

Vision statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

Policy Intent

Here at CTS, Art plays a large role in our cultural curriculum. The subject allows our children to be exposed to a variety of artistic techniques, tools, vocabulary and architecture through the exploration of artists from a wide range of cultures, backgrounds and artistic styles. Throughout the teaching of Art across KS1 and KS2, children are exposed to a range of drawing, painting and sculpture which form the inspiration to the children's own artwork. Equally, children are encouraged to explore and give their opinion on other artists' work which form the basis of child led discussion in this subject area. The teaching of Art helps children to appreciate the wider world around them, as well as their background and local area. At CTS we are committed to children growing as artists and developing cultural knowledge which can support their learning in other areas of our cultural curriculum.

At CTS the teaching of Art plays an important role in fulfilling our vision to teach children to CARE:

- Make choices in their own work and understand artistic choices that have been made
- Appreciate our environment and how this plays a part when discussing and creating artistic pieces
- Reflect on what we can learn from artists and our peers and use this to form our own work and opinion
- Engage with society and take responsibility for our impact

Policy Implementation

At CTS, Art is taught in topics of five sessions. Each topic meets the requirements of the National Curriculum. Throughout the school year, the children undertake a unit on drawing, painting and sculpture. Knowledge and discussion will play a large role throughout all of these units with the intention of making links to other curriculum areas through the half-termly topic.

Art units begin with contextual sessions, exploring an artist and their works, discussion and the teaching of theory behind artistic techniques which the children will use throughout the unit. The

structure of the units allows children to experiment and create their own piece by the fifth and final Art session, using the knowledge they have built up over the half term.

Art is taught in a whole class setting in their year groups. Where applicable, tasks are differentiated so that all children are able to produce the highest quality of work and all children can access the teaching delivered.

Assessing Impact

Teachers assess the children's learning and progress through the following areas:

- Verbal feedback and discussion with children throughout Art sessions
- Marking the children against the learning intentions given for each session, using the CTS marking policy and NC guidelines
- Questioning throughout the Art units in order to ensure knowledge and understanding is concrete
- Through scrutiny of children's sketchbooks, written pieces and final creative pieces

Resources

At CTS the majority of our more specialist Art resources are kept in the Art cupboard, teachers can take these out for class use according to the units taking place. Each classroom has its own variety of paint, brushes and palettes, alongside crayons, colouring pencils and pens. The Art lead maintains the cupboard and audits the stock on an 'as and when' basis. CTS is on its journey to becoming an Eco-School and therefore we are mindful of the nature of our resources and how sustainable they are, this is measured against how necessary they are during the teaching of Art and how this will impact out children's learning.

Displays

Display boards around our school are changed half-termly and follow a theme surrounding the time of year. Each year group is allocated a board to demonstrate writing in their year group and a board to display a more creative element of the curriculum. Display boards are not backed with paper, in order to maintain a natural and sustainable environment around the school.