



Rose Hill Primary School Art Policy

Intent

At Rose Hill Primary School we believe EVERY child is an artist and should have the opportunity to express themselves in creative and artistic ways. Our intention is to provide an exciting and enriching art curriculum, which allows children explore their imagination, develop creativity, and acquire art skills and knowledge. In art we aim to teach our children to challenge themselves, take creative risks, and develop as critical thinkers - being reflective of their work and respectful of others work. We strive to ensure all our children are given the opportunities to develop confidence and value their efforts so they can appreciate the artist within them. Our engaging, inspiring art curriculum hopes to develop our children's passion and love for art, as well as build respect, natural inquisitiveness, and appreciation of art in all its forms, which may be carried with them throughout their lives.

Implementation

The art curriculum at Rose Hill Primary School is underpinned by the National Curriculum which outlines the knowledge and skills taught in each Key Stage. We also use the 'AccessArt' scheme to form the basis of our art curriculum. At Rose Hill our children are given opportunities to explore various media types, and techniques, to develop their creativity, and confidence as young artists.

At Rose Hill, art is taught to mixed year classes. Art is taught half termly, in rotation with D.T. Our art curriculum consists of 3 exciting, inspiring art units, that are taught ever year. The units are: Drawing and Sketchbooks, Surface and Colour, and Working in 3D. Throughout these units children have opportunities to develop skills in drawing, painting, collage, printing, and sculpture. These carefully planned units equip our children with the knowledge, skills, and confidence to experiment, explore, and create their own works of art.

The curriculum is progressive, so allows children to build on skills, knowledge, and techniques year on year. The materials and media used are revisited throughout units as they move through the school, to ensure progression of skills previously developed. Children have access to key knowledge and vocabulary, through the use of knowledge organisers, in order to understand and apply new terminology in their art lessons. Our art curriculum features a wide range of artists that reflect our diverse and modern society. The artists we choose to study aim to make all our children feel represented, enabling them to explore themes of identity and heritage.

Every child in Years 1- 6 has a sketchbook, which is used creatively to explore art media, develop understanding, reflect, evaluate, and respond to the work of artists. Sketchbooks do not follow the school's presentation or marking policy. Sketchbooks are at the centre of the children's creativity and at Rose Hill we feel very strongly that it belongs to them. It is their safe space to freely express themselves, explore, develop ideas, create, and learn.

In EYFS art plays an important role within the continuous provision, children have the chance to explore a range of media independently within their 'creative area'. Art is also taught once a week as a structured lesson with the Art Lead, where they are introduced to new art themes every half term. This gives them the opportunity to use the skills they have developed in their independent play, as well as learn new skills and techniques guided by the teacher.

Art is a fully inclusive subject, there are no 'wrong' answers, and every piece of artwork is valued and respected. We believe art is an individual, personal journey for all of us. We strive to ensure all our children are given the opportunities to develop confidence and value their efforts so they can appreciate the artist within them.

Impact

Through following a clear and comprehensive scheme of work, such as AccessArt, in line with the National Curriculum, it is expected that teaching and learning will show progression across all key stages within Art. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these, and understand how to use and apply these in their own artwork, whilst beginning to understand what being in 'artist' means.

We understand at Rose Hill that art is fluid, with children responding in different ways at different times. For this reason, we believe that in art assessment will look different from other subjects, with more emphasis on assessing whether the children are enjoying, understanding, and developing their creativity, rather than making judgements. Teachers will mainly do this by using formative assessment. They will also use their knowledge of the children, as well as sketchbooks to assess against the Assessment Statements at the end of each unit. Teachers will use these statements as a guide to assess the children's progress over time. At Rose Hill we recognise that art is a personal journey with varying starting points. We believe that the opportunities we have on offer at our school will ensure every child will make progress from their individual starting point.

By the time children leave Rose Hill, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have been inspired by a range of artists. They will have grown in confidence when using a range of art techniques, becoming artists that can apply the skills and knowledge that they have developed throughout their time at Rose Hill for years to come.