



## **Curriculum Vision**

Children at EPS have the knowledge, skills and understanding of the world in which they live and the ability to make connections. They have rich first-hand purposeful experiences and an ability to work independently and collaboratively and recognise its value. They have the opportunities and encouragement to be creative and to show initiative in an ever-changing world. They develop a love of learning and an understanding that it is a lifelong process.

## **Aims and Objectives**

Our Vision at Epsom Primary School is to equip all children with the skills, opportunities and rich experiences that will help them to choose and navigate their own future pathway whilst creating ambitious, lifelong learners.

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

Art is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of art develops pupils' ability to view and appreciate a wide variety of art and to make judgments about artistic quality. Art also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.. At Epsom Primary School we encourage our children to be proud of their successes and provide opportunities for them to celebrate their learning and progress in class. The subject plays a vital role in a child's development and offers a range of experiences for children to celebrate the process/progression on creating Art.

The aims of art in our school are:

- To produce creative work, exploring their ideas and recording their experiences
- To focus on the progression and skills used in the process of creating art.
- To evaluate and analyse creative works using the language of art, craft and design
- To develop knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **Teaching Strategies**

### a) The Early Years

We encourage the development of skills; knowledge and understanding that help children make sense of their world as an integral part of the school's work. We relate the development of the children's Understanding of the World and Expressive Arts and Design as set out in Early Years Outcomes. These early experiences include experimenting with primary colours (including mixing), using a range of tools for mark making and using different materials in their art. These activities, indoors and outdoors, attract the children's interest and curiosity. Art in the early years develops intrinsic human qualities such as creativity, identity, expression and imagination through teaching Art. Through teaching Art in the early years we aim to equip young children with confidence and expression through rich experiences. By the end of this key stage, children will be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### b) Key Stage 1:

Children deepen their knowledge of colours and tone as well as discuss and analyse different artists' and architects' work. They learn how to arrange subject matter on the page and discuss the effects of texture in art. Children may work individually, in pairs or small groups for some activities. Children use a range of materials creatively to design and make products. They focus on the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Through teaching the skill of drawing and painting, children learn to describe what they see and give an opinion about the work of an artist. This can help to develop their vocabulary and promote an understanding of how to ask questions about a piece of art. By the end of Key stage 1, children will be able to discuss art work/artists and make links with their own work.

### C) Key Stage 2:

During Key Stage 2 pupils begin to think more deeply about the effect artwork and architecture has on the audience. They create pieces building upon their knowledge from the previous Key Stage using a wide range of techniques and forms. From observational work, their sketches become more detailed and proportioned. Pupils are

taught to record their observations and use them to review and revisit ideas. In addition, pupils are able to deepen their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Pupils are also given more freedom to create their own artistic style through the rich experiences that Art and Design offers. This allows them to compare and contrast their work taking into account their starting points, intentions and context behind the work. By the end of Key Stage 2, children will be able to think more deeply about art work and refine their own art work based on the rich experiences in school.

## **Planning**

Where possible, the planning is completed through a cross-curricular approach so that the art is related to another curriculum subject or topic. Teachers plan using the Curriculum Overview for their year and the Knowledge, skills and Vocabulary document.

## **Assessment**

Assessment is the responsibility of the individual class teachers and will be based on evidence gathered through discussion and observation of the pupil during the lesson and by the child's recording of activities where appropriate e.g. planning sketches, paintings, art analysis. Where work is not produced in the sketchbook (i.e. a collage or 3D model), a photo of the work should be stuck in. The marking of the sketch books will reflect the extent at which the Knowledge, skills and Vocabulary in Art have been met (based on Knowledge, skills and Vocabulary document). We are using the Knowledge, Skills and Vocabulary document to plan and assess the children across all key stages.

## **Inclusion**

We teach Art to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

## **Health and Safety**

### a) Resources

Resources are stored in the art shed for use as required. The children are trained to handle tools in an appropriate and safe manner.

Protective equipment/clothing is worn, when necessary to protect uniform.

### b) Safety

When a new resource is introduced, children are made aware of its correct and safe use.

## C) Guidance

All adults leading art lessons/ activities should ensure that they have read and understood the art Health and Safety section of the Policy.

Adults should ensure that:

Art resources are not left out and unsupervised, floors and work surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.

Direct safety instructions should be given to children each time they undertake an art activity.

Children should be given suitable instruction on the operation of any resources before being allowed to work with it.

Children should be strictly supervised in their use of resources at all times. Adult to child ratio must be appropriate to the activity e.g. closer supervision on activities such as use of pottery tools.

Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art subject coordinator with the Curriculum Lead. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations/learning walks are also undertaken, when needed, and the subject coordinator regularly reviews evidence of the children's work. The subject leader is responsible for giving the curriculum lead an annual summary report in which the strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated. Where required, the subject lead may be asked to present their work to the Senior Leadership Team and/or Governors.