# Treleigh C.P. School – Art Policy

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| Introduction (Intent) | Teaching and learning in Art and Design is fundamental to a broad and balanced curriculum as it stimulates and encourages creativity, imagination and inventiveness. Through art lessons, children at Treleigh School are given the skills, concepts and knowledge necessary for them to express their own responses to ideas and experiences and then apply them in a range of visual and tactile means. We provide all their pupils with a safe and inspiring place to allow all to experiment, invent and create their own art work, moving towards thinking critically as they move through the school.<br><br>Underpinning art at Treleigh is our whole school intent statement, whereby every child is developing:<br>- Respect and tolerance for all people, beliefs and the environment.<br>- Their physical, mental health and wellbeing.<br>- Their economic security, equal opportunities and aspirations.<br><br>Art and design welcomes children to access their imaginations and becomes a fundamental means of personal expression. Through a planned and detailed curriculum, comes a progression of art lessons which explore and challenge art and design across cultures, religions, faiths and locations, leading to every child reflecting on the impact of art in our world, both today and throughout history. This includes ample opportunities for pupils to explore their local art, through various means, such as: First hand experiences; trips to local landmarks/museums and talking to real artists and designers, giving the children access to a new critical way to view the area around them, as well as chances for them to see their future prospects and potential. |
| Curriculum organisation & teaching approaches (Implementation) | Working in paired year groups, there are 3 art driven topics across the 2-year rolling curriculum, allowing clear progression of knowledge and skills across the year groups. These are built upon as the children progress through the school, as each paired year group (EYFS, years 1&2, 3&4, 5&6) **observe**, **enquire about** and **discuss** varied styles of art and artists, building up their bank of knowledge and skills to apply to a final end product using such art and design. This final product is celebrated with others, including local artists and designers, family and friends through presentations as well as gallery-style displays, where applicable.<br><br>During lessons, the children are encouraged to question their viewpoints, developing a bank of **sentence stems** to apply to others' artwork - including their peers - and their own, encouraging them to become **critical thinkers** when observing art.<br><br>Lessons are planned in conjunction with Cornerstones Maestro, as well as resources from well-established museums. All teachers carefully research artist's work to allow for a breadth of artwork to draw inspiration from. Each topic focuses on a particular art and design skill. These include: pencil; collage; painting and sculpture. During these lessons, where possible, children are also encouraged to use additional materials, such as ipads, charcoal and oil pastels, which are accessible to all. Children are also encouraged to apply their skills from other subjects to their artwork. For example, when exploring landscapes, they will look for geographical features to translate to the canvas. |

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| | The curriculum for art is delivered across a two-year rolling programme to best cater for our partial, mixed age set-up at Treleigh (45 children in each year group). As the National Curriculum objectives are grouped in paired year groups, this works well and ensures that we have full coverage of content. To achieve better coherence within and between subjects (which may be considered as disconnected learning in the National Curriculum), we have thought very carefully about themes running through a range of subjects so that connections can be made by the children. Twelve questions have been framed which are revisited every two years but at a deeper level of learning, covering different learning objectives. More information on this can be found on our school website (www.treleigh.cornwall.sch.uk/curriculum1/curriculum-1).<br>This allows for progression in learning and a continual loop of knowledge and skills to ensure that key information is retained and committed to long term memory. The question for each topic encourages the children to be inquisitive, open-minded learners, drawing upon evidence to make judgements. Key learning hooks are designed to create 'intentional conflict' to engage the children and draw upon skills such as compassion, empathy and resilience.<br>Art is a driver subject within the following topics:<br>• Visit Cornwall? (Cycle A, Summer 2)<br>• Does Money make the World go Around? (Cycle B, Autumn 2)<br>• What's Beyond the Horizon? (Cycle B, Summer 1)<br>At Treleigh, we use Cornerstones Maestro as a high-quality resource and planning tool. Whilst we have made a school decision not to use their suggested topics, teachers use the materials within these to deliver engaging lessons which compliment the school's three main principles within our Intent statement, as detailed above. |
| Assessment & Monitoring (Impact) | Attainment in art is judged through a range of assessment, both summative and formative. To support and track the impact and success of our art curriculum, all teachers are given focus points of which to observe and make judgement on when considering how a child has progressed within the subject, as well as a progression of key words and questions which allow for judgement of previous learning, misconceptions and new learning. These include: Generating ideas; Making – technique and skill; Evaluating; Knowledge.<br><br>Further ways include pupil conferencing, direct observation of classwork and pupils 'at work', knowledge quizzes - such as Kahoot – with questions taken from knowledge mats, peer and self-assessments and evaluation of the finished product itself.<br><br>Information is collected by the teachers in the form of observations, discussions, 'low stakes quizzing,' written work and end of topic, end point assessments. These take place whenever art is a driver subject within a topic. Judgements are recorded electronically using the Cornerstones tracking software and shared with class teachers and the Senior Leadership Team during transition sessions. These will inform teachers if the child is working towards the expected standard, at the expected standard or working at greater depth within the expected standard. Support and further challenge can then be put in place for individuals or groups of children accordingly. |
| Roles & Responsibilities | Role of Coordinator: Cody Bath<br>Art Governor: Stuart Flowerday<br><br>Our roles and responsibilities include: |

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| | - Ensuring schemes of work show progression and continuity of skills and knowledge throughout the school.<br>- Monitoring and evaluating the teaching and learning of Art and Design throughout the school, as well as assessment.<br>- Devising an action plan to show future developments and reviewing progress.<br>- Supporting colleagues and providing opportunities to improve staff experiences and confidence in their knowledge and skills in the subject, through staff meetings, professional development opportunities and check-ins. |