

Art Policy

The Context of our School and its Curriculum

Our Shared Vision & Values		Aspire to Achieve
A S P I R E	We are ambitious to ACHIEVE ;	we aim high, anything is possible!
	We show SELF-RESPECT ,	we support each other with empathy, tolerance and quiet confidence.
	We are PROUD :	positive, practical and we persevere.
	We want to be INSPIRED ,	show our creativity, "Dream Big".
	We demonstrate RESILIENCE ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
	Everyone is EQUAL ;	there are exciting experiences at Carlton Road for all.

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos "Aspire to Achieve" is embedded throughout the school, it's curriculum and our knowledge expectations – we expect our children to "Aim High and "Dream Big".

Our "Aspire" curriculum brings to life the school's ethos and values. It embraces the whole child and their success in education – both academic ambition, practical skills and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian and democratic learning experience at Carlton Road.

Curriculum Intent

Art

For all our Children to develop in Art, they will be given the opportunity to study and be inspired by a diverse and varied range of artists and artwork. Through such exposure, we strive to create reflective and thoughtful artists who are engaged, inspired and challenged, whilst equipping them with the knowledge and skills to be able to experiment, invent, create and refine their own compositions and artistic style through our inventive Art curriculum.

Our Art curriculum aims to be accessible to all and develops the understanding that personal artwork is respected and celebrated, knowing that differing personal opinions and interpretations are valued and encouraged. The children will study local art, national and global pieces, created by artists from a variety of backgrounds, as well as focussing on personal and individual pieces about themselves and their emotions. The children will use their own sketch books to experiment with different mediums, investigate varying effects and techniques as well as produce final pieces. Artwork will also be created outside of the sketch books using more physical and tactile materials depending on the units taught.

Our curriculum promotes	A S P I R E	Achievement,	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils		Self-respect,	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil's		Pride,	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be		Inspired;	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we "Dream Big" at Carlton Road.
Our curriculum develops learners who are		Resilient	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies		Equality;	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

What our intent looks like in Art

At Carlton Road Academy, we encourage our children to observe the beauty and creativity in their surroundings. We provide them with the knowledge and skills they need to be capable, creative and analytical thinkers. We expose our children to a range of artists, methods, materials and skills which will engage and excite them throughout their artistic journey.

A	Achievement	Children are given varied opportunities to be creative in their own way, following an artistic example which they can interpret and replicate in their own vision. Art is centred around individuals and their unique personal skills. The children will be supported in their development of these. They will use their creativity to produce a range of pieces across a sequence of lessons. Final pieces will be shared, evaluated and celebrated.
S	Self-respect	Children are encouraged to think about their own opinions and interpretations. Art is a personal, individual subject which requires bravery and confidence. The children will develop their sense of individuality and learn to be proud of their pieces and the varied creativity that they show. Through demonstrating their individuality, we aim to instill confidence and resilience in our children, encouraging them to believe in themselves and their work.
P	Pride	At Carlton Road Academy, we want our children to feel proud of what they have achieved. We not only want them to be proud of their final piece during Art projects, but also the journey they've taken to reach that end goal. We encourage learners to feel positive about themselves, noticing their growth along the way.
I	Inspired	Art lessons provide a wonderful opportunity to foster creativity, originality and uniqueness. We encourage our learners to take pride in their work, creating pieces that are inspired by the stimuli provided through our Art curriculum because they want to and because they enjoy the subject.
R	Resilient	At Carlton Road Academy, our children are encouraged to persevere. We support them in becoming 'reflective learners', developing their evaluative skills in terms of the decisions that they make. Resilience is key during Art lessons, as many new skills are taught, skills which do not always come easily to begin with. We ensure our children not only feel safe enough to make mistakes, but to risk take and adapt their compositions until they achieve their end goal so that it is the best it can be; the support of their peers and adults aids this process.
E	Equality	Children are given equal opportunities throughout the teaching of Art. We ensure that all learners can participate in all areas of learning, taking into consideration any difficulties they may encounter along the way. We pride ourselves on providing our learners with a range of exciting experiences. These include weaving, painting, sketching, sculpting and collage from a range of carefully selected, diverse artists.

Curriculum Implementation

How we deliver our curriculum:

Teaching and learning turns 'thinking' (the task of the working memory) into 'knowledge' (our long-term memories) so that it can be recalled and used again and again.

The table on the next page demonstrates the types of knowledge the children acquire and what that looks like in Art.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in Art
A	Academic Answers	<p>Children encounter facts and learn knowledge that is 'known' for example: number bonds, spellings, capital cities, the wives of Henry VIII, colours.</p> <p>Facts that can be straightforwardly shared, memorised and recalled.</p>	<p>The children will know the vocabulary appropriate to art materials, mediums and techniques such as: collage, mosaic, watercolours or hatching. They will learn about influential artists, including what they created, when and their influence on the art movement. Key questions and resources are used to recap previous knowledge learnt. This gives the class teacher an indication of what the children already know, what they remember and what they need to know to move their learning on.</p>
S	Situational and Symbolic	<p>Children interpret knowledge in the context of what they comprehend from the cultures they know (context, community heritage). This includes their understanding of symbols such as: written, gestures, body language, pictorial, coded (such as computers or road signs).</p>	<p>The children will know how to interpret an artist's intention of their artwork through discussions, questioning and study of similar pieces. They will have a background knowledge of the artist and how their artistic focus fits into their learning in other areas of the curriculum. They will be able to mimic certain artistic techniques and understand the inspiration for artwork based on the artists life. The children will study the work of a range of diverse artists from differing backgrounds and cultures, interpreting pieces based upon what they see and know.</p>
P	Practical – the 'How to?'	<p>Children learn practical knowledge when they need to know the 'How to...'e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.</p>	<p>As part of our Art lessons, we ensure the children are taught the 'knowledge' and then practise the 'skills' required to be able to create their finished piece, using a range of relevant materials and mediums. This is a key part of the learning sequence as it allows the children to become confident with combining the 'what' knowledge above with the 'how to'. For example, in drawing, the children must first know about the different types of sketching pencils that are available and then experiment with the finish each creates.</p>
I	Implicit and Incidental	<p>Implicit knowledge often is unconsciously obtained, and we may not recall learning it or be able to verbalise it: such as how to walk or talk. It builds on past experiences.</p> <p>Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.</p>	<p>The Art curriculum is progressive throughout the school. The children will come to know and be familiar with a range of media e.g.: sketching pencils, paint brushes, modelling tools and artistic mediums. They will encounter these several times during their time at Carlton Road Academy. Each time they will build on their prior knowledge until it becomes implicit, often through exploration such as exploring mark making or practicing colour mixing.</p> <p>Children will begin to simultaneously use incidental knowledge that they have acquired from previous experiences. For example, in Year 1 the children use different mediums to create a self-portrait, in Year 3 the children create a more detailed piece of art using sketching and shading techniques, as the children progress in Year 5 they will be more confident to use their artistic skills to add tone and depth to a detailed drawing of coastal Britain. Each time the children encounter a drawing topic in Art, their skills will be built upon and developed from previous years.</p>
R	Relationships and Real Life	<p>This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind 'real life' skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level of coaching to acquire it.</p>	<p>Although we encourage our children to create their own artistic pieces, we do also provide opportunities for them to work with others, especially when we are evaluating and reflecting upon methods, materials, mediums and creations. Teachers and support staff, consistently model how to work effectively and offer constructive criticism, evaluations and reflections so that the children can learn and mimic what this may look like in their own learning experiences. We encourage our children to be critical thinkers; teaching them to share their thoughts and opinions in a respectful, considerate manner.</p>
E	Experiences and Experts	<p>This is knowledge built up from a range of experiences both undertaken or encountered personally such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an "expert" such as a professor, or sensorily observed such as an experiment.</p>	<p>In our Art lessons, we ensure that our children are provided with a diverse range of artists work and background knowledge of the artist, culture, their inspirations and achievements. They are provided with good quality source materials, such as copies of original pieces, to use as a stimulus for their own study and experimentation. For example, in Year 3 the children make mosaics as parts of their sculpture topic. Prior to the children making a mosaic, background knowledge of The Romans is provided, and images of the Roman mosaics (old and new) explored and discussed. This gives the final piece a real purpose and appreciation of the skills, patience and dedication required to create a piece of artwork.</p> <p>In addition to this, where possible, on educational visits, children will have the opportunity to view and experience artistic pieces in real-life. Throughout their time at Carlton Road Academy, they will have the opportunity to listen to artists talk about their work, discussing their inspirations. This will give the children a chance to ask questions and become critical thinkers when it comes to their own compositions.</p>

In Art we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Art
A	<i>Active</i> construction of knowledge, the acquisition of <i>vocabulary</i> , teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.	When planning art lessons, our teachers identify the artists that will support the delivery of the skills and knowledge to be acquired at the end of each age phase (see progression ladder). Prior learning is recapped and built on including key vocabulary. New vocabulary is taught, learned, referenced and displayed in the classroom during the sequence of learning. In addition to this, teachers will identify a range of interpretive and open-ended questions to encourage children to understand the artwork or artist being studied; they will also be encouraged to ask and research their own questions to develop their own knowledge and understanding.
S	<i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i> . This comes <i>semantically</i> , through the <i>senses</i> , through <i>skills</i> and <i>socially</i> .	As a child experiences the range of knowledge in our curriculum, step by step, they begin to make links – words and meanings (semantics) match events that have been experienced through their senses – sounds, sights, smell. These then match up with skills that are learnt and social opportunities. The final “product” being a schema that helps them organise their knowledge. For example, in Art a child will know that you can paint with a paint brush, they will probably have used them before in during their time in Nursery or other Early Years settings. They will know that when they put paint on a paint brush and touch it upon a surface it will transfer the paint. This will be built upon throughout school to include careful and intentional painting, choosing appropriate colours, mixing colours, using different paints i.e. watercolours and acrylics, until they are confident, creative and successful artists in their own abilities.
P	<i>Practically</i> : children access a wide range of memorable learning through <i>play</i> , the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.	Art is a practical subject, with children learning and developing their artistic talents all of the time. When focusing on a new art skill, children will often face several insecurities or confusions relating to the process they are following. We encourage our children to be resilient and confident by guiding their learning through questioning, modelling and experimenting. We will always offer support and encouragement; however, we want all children to ‘have a go’, practising, evaluating, problem-solving, developing and persevering until they have created a piece of art that they are happy with.
I	<i>Internalisation</i> of learning through <i>interaction, instruction, imitation</i> and <i>integration</i> aids the movement of thoughts to long term memory.	Children will listen to teacher instructions and imitate what they have seen the adult or expert do in their modelling of a task. They are provided with opportunities to interact, share and discuss ideas integrating these into a final piece of art. The repeated practice and development of skills as part of the learning sequence, aids the transference to the long-term memory.
R	<i>Retrieval</i> of knowledge through <i>repetition, revision, recycling</i> and <i>routine</i> prompts memory “muscle” to work, making knowledge “stick”.	At Carlton Road Academy, our children are always participating in retrieval activities to help embed their learning. Where possible, the art is planned around the current topics being studied, for example children replicating cave art during their Prehistoric Britain topic. This enables them to embed key knowledge from other curriculum areas, as well as extending it through the use of art. The children will access sequences of learning that are repeated several times throughout their school career but with added progressive knowledge and skill.
E	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	Providing our children with exciting, inspiring experiences is something we pride ourselves on. During Art, the classrooms look like art studios, filled with artistic materials, examples of the focus artist’s work, practise examples of skills and sketch books. We are well resourced when considering our Art curriculum from painting, sketching, weaving, canvas painting and digital imagery. Visits throughout the children’s time at our academy also support and enrich their experiences.

Teaching Art

We teach our Art curriculum either across a half term or in a week block, depending on the area being studied. Whichever option is chosen, the children get an equal amount of time on each. In our Early Years Foundation Stage, creating with materials and being imaginative and expressive is embedded into the children’s exciting Expressive Arts & Design curriculum across the whole school year so that the children have the foundations they need before they move onto the National Curriculum content.

In Year 1-6, learning focusses on different aspects of Art. For example, in the Autumn term, the children may focus on painting, Spring term may focus on 3D sculpture and collage and summer term focusses on textiles. This is to ensure our children are exposed to a wide range of skills and knowledge and are able to gain experiences that they may not had have before, all by the time they leave our academy at the end of Year 6. Where possible, Art topics are linked with the year group’s topic of learning for that term. This enables them to use knowledge from other subject areas. For example, in Year 4, the children learn about the Anglo-Saxons and their invasions for their Art topic. They weave using the ‘branch weaving’ technique. For this, the children need to have the underlying knowledge of the Anglo Saxons, what life was like for them and the materials and equipment available to them to be able to weave in this manner.

Each learning focus follows a specific sequence of learning.

- Research of the chosen artist/artists.
- Exploration and development of skills based on a given technique.
- Completion of final piece (based on the above)
- Evaluation (self, peer and teacher).

} Evaluation and reflection at every stage.

The Art curriculum is divided into specific concepts of knowledge; successful learning requires the child to understand and know each concept within the subject to ensure their experience is a rounded and robust one. Understanding a single area in isolation will not develop the broad knowledge needed to acquire the cultural capital Art can offer.

In KS1 these are:

- To use a range of materials creatively to design and make products.
- To use drawing, painting, collage, printing, textiles and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about 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.

In Ks2 these are:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design, including painting, collage, drawing mosaic, weaving, printing, 3D sculpture, collage, textiles and digital imagery.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- To learn about great artists, architects and designers in history.

Our curriculum is delivered in line with the National Curriculum. Although we do plan from this, we also ensure opportunities are provided where children can develop additional skills, knowledge and understanding to enhance our curriculum where necessary. We also provide opportunities for children to evaluate their pieces, become critical thinkers and consider various interpretations of others' and their own art work. They develop ways of 'tweaking' a piece of art and use their ever-expanding knowledge of vocabulary to express their views and opinions. We encourage our children to ask themselves, their peers and staff questions which will widen and stretch their knowledge and thought processes. In addition to this, effective questioning is used by teachers and support staff as an assessment tool during each process of learning.

Teachers follow the Voyage Trust's **Art Progression Map** so they can see what knowledge the child should already have and what is to come in future years enabling the skills the children have previously learnt to be fully embraced and developed.

The map shows the specific curriculum areas of knowledge that combine together to enable our children to become successful in all areas of Art.

Impact

Assessment

There is no statutory assessment in Art however teachers use assessment to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is a crucial part of the teaching sequence within Art:
 - It is used throughout every lesson to inform the teacher of starting points for individual learners as well as who may need further scaffolding (e.g. additional modelling, further practise, adult or peer intervention) or challenge, depending on how they are progressing within the lesson.
 - Every time we ask a question, we do this to gain an overall understanding of what the child knows and what they need to know in order to move their learning on and develop their skills further.
 - We recognise that the best form of intervention happens within a lesson or soon after, however adaptations are made to planning in response to need, this being done in readiness for the next lesson.

At the end of a unit of work, the class teacher will assess whether the children have gained the knowledge and skills for that unit. This will inform the teacher of key learning areas when teaching the next sequence of Art. The class teacher will share this information with the next year group teacher in readiness for revision and progression of skills i.e., if a child needed a large amount of support with their fine motor skills during sculpture in Year 1, the class teacher can pass this information onto the Year 2 teacher, so they are aware when it comes to teaching printing, painting or textiles during Year 2.

This policy was most recently updated in:

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