

Art Policy

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.

The Context of our School and its Curriculum

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 pupils to develop in Art, they will study and be inspired by a diverse and varied range of artists and art work so that they may become reflective and thoughtful artists who respect the opinions of others and feel safe to share their own, differing opinions. Our Art curriculum aims to be accessible to all and develops the ideals that personal art work is respected and celebrated knowing that differing personal opinions and interpretations are valued and encouraged. Through our Art curriculum, 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 of art about themselves, their emotions and interpretations. The children will use their own sketch books to experiment with different mediums, investigate varying effects and techniques as well as produce final pieces of art. Art work will also be created outside of the sketch books using more physical and tactile materials depending on the units taught. At Carlton Road, we wish is to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art through our creative Art curriculum.

Our curriculum promotes	A	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	S	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	P	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	I	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	R	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	E	Equality;	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

What our intent looks in Art

At Carlton Road Academy, we encourage our pupils 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 when it comes to Art. We expose our children to a range of artists, methods, materials and skills which will engage and excite them throughout their creative artistic journey.

A	Achievement	Children are given varied opportunities to be creative in their own way, only 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 use their creativity, and which all children will be successful, their artistic creation may not be the same as others.
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 creations as there will be no failures, only varied creativity. Through demonstrating their individuality, we aim to instill confidence and resilience into our pupils thereby encouraging them to truly believe in themselves.
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 end product 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 is our opportunity to enlighten children and young people to be creative, original and unique. We believe that we can encourage our learners to have then sense of pride in their creation, create Art just because they want to and feel brave enough to know that they are good enough.
R	Resilient	Children are constantly encouraged to persevere. We aim to support our pupils in becoming 'reflective learners' where they can identify changes to a creation until they believe that it is

		the best that they can create. Resilience is key during Art lessons as many new skills are taught, which don't always come easily to begin with. We ensure our pupils not only feel safe enough to make mistakes, but to try, try and try again until they achieve their end goal, 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.

Curriculum Implementation

How we deliver our curriculum:

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

The table below 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	Children encounter facts, learn knowledge that is “known”: number bonds, spellings, capital cities, the wives of Henry VIII, colours. Facts that can be straightforwardly shared, memorised and recalled.	The children will know the vocabulary appropriate to Art materials and mediums such as “collage”, “mosaic”, “watercolours” or “hatching”; they will find out about influential artists– what they created and when. Key questions are used to recap previous knowledge learnt. This gives the class teacher an indication of what the children already know and what they need to know to move their learning on.
S	Situational and Symbolic	Children interpret knowledge in the context of what they comprehend from the cultures they know/their context/ community/ heritage. This includes their understanding of symbols – written, gestures, body language, pictorial, coded such as computers or road signs etc.	The children will know how to interpret an artist’s intention of their art work 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 topical learning in other areas of the curriculum. They will be able to mimic certain artistic techniques to replicate similar pieces of art work inspired by their focussed artist.
P	Practical – the “How to?”	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.	As part of our Art lessons, we ensure the children participate in a small experiment activity using the relevant materials and mediums before working on their final piece. The purpose of this is to teach the children the knowledge and the practise the skills required to be able to begin creating their finished piece of art. This is a key part of the sequence of learning 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 what sketching pencils are available and the different finishes that can be created, the different drawing, sketching and shading techniques can be used. We give the children a variety of opportunities to experiment with a range of tools and mediums.

I	Implicit and Incidental	Implicit knowledge often unconsciously obtained, and we may not recall learning it: such as how to walk or talk, it builds on past experiences. Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.	The Art curriculum is progressive throughout the school. The children will come to know and be familiar with a range of products e.g.: sketching pencils, various sizes of paint brush, 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. Children will begin to simultaneously use incidental knowledge that they have acquired from previous experiences. For example, Year 1 the children using 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 still life drawing. Each time the children encounter a drawing topic in Art, their skills will be built upon and developed from previous years.
R	Relationships and Real Life	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 coaching to acquire it.	Although we encourage our children to acquire their own artistic creations, we do also assist 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 constructing 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.
E	Experiences and Experts	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.	As part of the processes in Art, we endeavour, where possible, to provide our pupils with many examples of Artist’s work and enough relevant background knowledge of the artist, their inspirations and technical understandings of whichever skill they are focussing on. In addition to this, it gives the children a chance to ask questions and become critical thinkers when it comes to their own end product. For example, in Year 3 the children make mosaics as parts of their sculptures topic. Prior to the children making a mosaic, we provide the background knowledge of The Romans, a close up inspections of the remaining mosaics found and practise sessions to help them create a picture or image from minute ‘tiles.’ This gives the final product a real purpose and appreciation of the skills, patience and dedication required to create a piece of art work.

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 any key skills, artists, mediums that can be revisited from prior learning and also any new vocabulary and skills that will further extend the children’s knowledge. This vocabulary, including the focus artist’s name is displayed in the classroom on the learning walls so that pupils can refer back to it throughout their block of lessons. In addition to this, teachers will identify a range of interpretive and open ended questions to ask to encourage children to really try and understand that artwork or artist that they are studying.

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 meaning (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</i> of <i>stories pictures and print</i> and through <i>problem-solving</i> activities.	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 pupils to be resilient and confident by guiding their learning through questioning, modelling and experimenting. We will always offer support and encouragement; however, we do encourage the children to have a go, practise, evaluate, develop and keep 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, or they may imitate what they have seen the adult or expert do in their modelling of a task. They may interact, share and discuss ideas integrating these ideas into a final piece of art. All of the above support the internalisation of knowledge acquired in Art moving it into 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”.	Although we complete our Art learning in blocks, children are always participating in retrieval activities to help embed their learning. Where possible, our Art blocks are planned around the children’s topics for example Year 3 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 different blocks of learning that are repeated several times throughout their school career but with added, progressive knowledge. We find this helps as prior knowledge is recapped on giving the children a chance to revise what they have previously learnt.
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 pupils with exciting, inspiring experiences is something we pride ourselves on at Carlton Road Academy. During Art, the classrooms look like Art studios, filled with artistic materials, examples of the focus artist’s work, practise examples of skills, sketch books, among many other tools and equipment. We are well resourced when considering our Art curriculum from painting, sketching, weaving and canvas painting. There isn’t anything we cannot create.

Teaching Art

We teach our Art curriculum in blocks. The children are taught 1 block of Art throughout a term, this may be in a 'block' or taught weekly, which gives them 3 in-depth, thorough and valuable weeks during each school year. Lower down the school in our Early Years Foundation Stage, creating with materials, being imaginative and expressive is embedded into the children's exciting Expressive Arts & Design curriculum across the whole term so that the children have the foundations they need before they move further up the school.

In Year 1-6, our 3 blocks of learning all focus 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 have before. 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, the materials and equipment available to them to be able to weave in this manner.

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. However, we do also provide opportunities for

children to evaluate their masterpieces, become critical thinkers, consider various interpretations of others' and their own art work, they develop ways of 'tweaking' a piece of art and to use their ever-expanding knowledge of vocabulary to express their views and opinions. We encourage our pupils to ask themselves, their peers and their support 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.

Teacher's are guided and follow to the Voyage Trust's **Art Progression Map** so they can see what knowledge the child should have already 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 used:
 - In the actual lesson to inform the teacher and support staff of who may need further support from either their peers or staff. Key questioning is used 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.
 - 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 new block of Art. The class teacher will also be able to pass this onto the next year group teacher for when they cover the topic again i.e. if a pupil 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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