



# Rosehill Junior School

## *Art Policy*

2024-25



Z Norris



## Statement of Intent

At Rosehill, our intent is to ensure all pupils produce creative and imaginative work of a high standard. Our curriculum equips children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. They will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills e.g. collage, printing, weaving and patterns.

Children will also develop their knowledge of famous artists, designers and craft makers which will develop their interest and curiosity about art and design through a progressive knowledge and skills based curriculum, offering children the opportunity to ask questions and demonstrate their artistic skills in a variety of ways. We intend to offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

## Statement of Implementation

At Rosehill, our Art curriculum was designed using the National Curriculum objectives to ensure a robust and thorough approach. As Art utilises many complex skills we use a skills document to ensure progression through each knowledge block. Units begin with inspiration from a great piece of art/artist and develop the skills of the medium to enable pupils to work towards a key piece showcasing the skills mastered.

In each unit, the children explore first order concepts (themes) to ensure continued interest in the subject as well as acquiring new knowledge while each key stage will build on previous skills and knowledge by developing and refining more advanced techniques to take the learning forward.

Each unit will be taught through a clear sequence of lessons inspired by the history or geography focus where possible.

Key themes have been identified using the 3 key 'subject-specific domains of knowledge'.

- **'practical knowledge'** - which is about developing technical proficiency
- **'theoretical knowledge'** - which is the cultural and contextual content that pupils learn about artists and artwork



- **'disciplinary knowledge'** - which is what pupils learn about how art is studied, discussed and judged.

Our themes (*first order concepts*) which run through every unit of Art taught at Rosehill are: 'Technique', 'Artists' and 'Visual Literacy'.

Second order concepts that blend within different lessons of each unit are:

- Media and Materials
- Style and Periods
- Impact and Effect

Tier 2 and Tier 3 vocabulary is taught and reinforced throughout the units and year in the whole school.

### **Statement of Impact**

#### **1. Cultivate Creativity and Self-Expression**

- *Pupils are encouraged to explore and express their individuality through various artistic mediums, fostering confidence and self-awareness.*

#### **2. Develop Technical Proficiency**

- *Through progressive teaching of skills such as drawing, painting, sculpture, and digital art, pupils acquire the techniques needed to create purposeful and imaginative artwork.*

#### **3. Broaden Cultural Awareness**

- *By studying a diverse range of artists, movements, and traditions, pupils develop a greater understanding of the world and the significance of art in reflecting and shaping societies.*

#### **4. Embed Subject-Specific Vocabulary**

- *Pupils are equipped with the language to discuss, critique, and evaluate artwork confidently, both their own and that of others.*

#### **5. Foster a Lifelong Appreciation for Art**

- *The curriculum is designed to nurture an enduring appreciation for art, inspiring pupils to see its value in everyday life and as a potential career path.*



## 6. **Encourage Cross-Curricular Links**

- *Art lessons are integrated with other subjects such as history, geography, and literacy, enriching pupils' understanding and creating a holistic learning experience.*

## 7. **Ensure Inclusion and Accessibility**

*All pupils, regardless of ability or background, are given the opportunity to succeed in art, with resources and activities adapted to meet diverse needs. Pupils leave our school as confident and creative thinkers with a strong foundation in artistic skills.*

- *They are culturally aware individuals who can appreciate art's role in society and express their ideas effectively.*
- *Our art curriculum ensures that pupils develop resilience, critical thinking, and the ability to collaborate, skills that are valuable across all areas of learning and life.*



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## 1. Introduction

At Rosehill Junior School, we recognise the importance of building children's curiosity and love for expressing themselves. Our Art curriculum provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially.

We extend children's knowledge of famous artists, designers and craft makers which will develop their interest and curiosity about art and design through a progressive knowledge and skills based curriculum, offering children the opportunity to ask questions and demonstrate their artistic skills in a variety of ways.

It is incredibly important to us that our children feel empowered and open to making mistakes. In art there is no right or wrong as it is a matter of interpretation but we provide children with the tools and scaffolds to discuss their work and the skills and effects they have used. Through creating a culture of openness and acceptance, we allow our children to take risks in art. It is when we take risks that our learning can truly flow and all our children can become artists.

## 2. Aims

At Rosehill, our aims are:

- Children will produce creative work, exploring their ideas and recording their experiences.
- Children will become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Children will think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings and convey their creativity.
- Children will evaluate and analyse creative works using the rich language of art, craft and design.
- Children will know and have open discussions about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and styles.



### 3. Curriculum

The implementation of the Art and Design Curriculum at Rosehill Junior School is based on the National Curriculum. In each unit, the children explore first order concepts (themes) to ensure continued interest in the subject as well as acquiring new knowledge while each key stage will build on previous skills and knowledge by developing and refining more advanced techniques to take the learning forward.

Each unit will be taught through a clear sequence of lessons inspired by the history or geography focus. Each class aims to teach at least 60 minutes of Art each week for 3 half-terms per year. However, due to the demands of different units, teaching time may vary.

Key themes have been identified using the 3 key 'subject-specific domains of knowledge'.

- **'practical knowledge'** - which is about developing technical proficiency
- **'theoretical knowledge'** - which is the cultural and contextual content that pupils learn about artists and artwork
- **'disciplinary knowledge'** - which is what pupils learn about how art is studied, discussed and judged.

Our themes (*first order concepts*) which run through every unit of Art taught at Rosehill are: '*Technique*', '*Artists*' and '*Visual Literacy*'.

Second order concepts that blend within different lessons of each unit are:

- Media and Materials
- Style and Periods
- Impact and Effect

The children's learning is further enhanced with a whole school arts week in the Winter term where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.



## **5. Spiritual, Moral, Social and Cultural opportunities**

MFL is an excellent vehicle for developing children's spiritual, moral, social and cultural opportunities. Discussions will take place about culture in England, Spain and around the world. Popular Spanish festivals will be shared with children in assemblies and the impact that these different events have on the lives of Spanish people deepen the children's ability to understand and understand culture across the globe.

## **6. Role of Coordinator**

The Art coordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of the curriculum structure, scheme and units, as and when, necessary.
- Identifying training needs of staff through monitoring and sketch book scrutiny.
- Organising CPD for staff and ensuring their own CPD is up to date.
- Acting as a consultant to colleagues on resources, curriculum changes, classroom teaching ideas and the overall development of Art at Rosehill.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching through sketch book and planning scrutiny, pupil voice and lesson drop-ins.

## **7. Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

## **8. Continuity and progression in learning**

To ensure continuity and progression for all pupils, the curriculum is carefully organised into specifically chosen units that ensure national curriculum compliance. As children progress through Rosehill they build on their artistic skills and knowledge. See the Progression document.



## 9. Assessment

The Art coordinator will oversee teachers' planning and continually monitor pupil's work. Children's sketchbooks will follow them through school to show progression. At the end of each unit

## 10. Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Art. Please refer to the school's equal opportunities policy.

## 11. SEN

At Rosehill we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Word banks and visual cues can be provided to assist the language needed to create and evaluate artwork.. Activities should reinforce children's understanding of the 5 key skills.. The more able children should be given open-ended tasks and opportunities for further challenges.