

At Princetown Primary, we are 'Inspiring Lifelong Learners in our Community' by providing them with a broad and balanced curriculum that will inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

<b>Subject</b>	Art and Design
<b>Overall curriculum</b>	<p>Art contributes to children's personal development in creativity, independence, judgement and self-reflection. It encourages children to develop a sense of ownership over their work and reflect on their experiences through evaluating their progress and development. Children show willingness to participate in a range of artistic opportunities and respond to this. We ensure that art is included across each year group within every topic of learning, with a level of progression that supports and challenges our children so that they develop lively, creative, enquiring minds. We aim to provide our children with the skills and knowledge that will prepare them for successful, healthy lives in the ever changing world that we live in.</p> <p>At Princetown Primary School we aim to give our pupils the opportunity to produce creative work, exploring their ideas and recording their experiences. We want them to become proficient in using and understanding all of the main elements of art and design (drawing, painting, collage, textiles, 3D form and printing) including developing their ideas, knowledge and skills in using shape, line, texture, colour, form and pattern. They will have the opportunity to evaluate and analyse creative works using the language of art, craft and design. We believe it is important for children to understand and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Through understanding art and art traditions they will be able to explore and inform their own preferences and choices when working creatively.</p>
<b>Pedagogy</b>	<p>At Princetown Primary School, Art and Design are taught through a clear framework established through our rolling programme. We teach a skills-based art curriculum, which gives opportunities for children to express their creative imagination and use artwork to record ideas, observations and experiences. Through delivering a spiral curriculum, children are given the opportunity to practise and develop mastery in the key processes of art: drawing, painting, collage, printing, textiles and 3D form.</p> <p>Art and Design starts in EYFS where the children are exposed to different forms of media and are able to access art resources through play. Sketchbooks are used effectively across KS1 and KS2 and are invaluable when auditing current provision and can provide a record of the children's learning and progress of art in school. Although this is not an expectation for KS1, all children have somewhere to express their ideas and develop techniques learnt. Children will take their sketchbooks with them at the end of KS1 to their new class where they will continue to expand on techniques and their appreciation of artists' work.</p> <p>As an introduction to each new unit of learning, the children study and appraise the work of a famous or successful artist or crafts-worker who works in the particular style/genre the unit studies eg printmaking. This helps the children to see how different artists use their skills, the methods they employ to manipulate media and the uniqueness of their style. During each taught unit the children will have the opportunity to study an artist, practise their skills in the art area being explored eg drawing and then work towards creating a finished outcome in that area (this is often linked to the current topic to make the learning more cohesive).</p> <p>Throughout the school building children's artwork can be seen on display, giving them ownership of their educational environment and celebrates their art achievements. Every year we have Arts Days where the children can work on creative projects for an extended period of time. Depending on the theme there may be an exhibition that is</p>

	<p>open to families and the local community and children have the opportunity to show and speak about their work. The children’s art work is also displayed in several community venues such as the shop/post office, a local café, a residential home and the Dartmoor Visitor’s Centre.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any ‘reasonable adjustments’ needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p>
<b>Assessment</b>	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. Using itrack we monitor progress and to identify any child needing additional support as soon as they need it.</p> <ul style="list-style-type: none"> <li>• Assessment for learning is used: <ul style="list-style-type: none"> <li>- within lessons to identify children needing additional support.</li> </ul> </li> <li>• Summative assessment is used: <ul style="list-style-type: none"> <li>- Every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the additional support that they need.</li> <li>- By SLT and scrutinised to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.</li> </ul> </li> </ul> <p>Statutory assessment</p> <ul style="list-style-type: none"> <li>• Teachers collect a portfolio of each child’s art work across the year. This is annotated and the data inputted into itrack to build a picture of the child’s art attainment.</li> </ul> <p>A named member of the school governing body is briefed to overview the teaching of the curriculum in the school.</p>
<b>Culture</b>	<p>From an early age, children are encouraged to represent their own ideas, thoughts and feelings through art. They will do this by safely using and exploring a range of materials, tools and techniques, experimenting with colour, design, texture, form and function. Encouraging attitudes of curiosity and questioning as well as skills and techniques is important when supporting the progression of the children’s creativity and confidence in their ideas and skills.</p> <p>We hope to establish a life long love of exploring and working creatively. Working creatively teaches children that it is safe to explore, make changes, refine and develop their ideas. It teaches them to use many of our good learner attributes such as resilience and questioning.</p> <p>We ensure that all children can access our art curriculum by adapting our teaching to support children with SEND.</p> <p>A named member of the school governing body is briefed to monitor the subject.</p>
<b>Systems</b>	<p>The national curriculum for Art and Design aims to ensure that pupils in EYFS:</p> <p>Pupils in KS1 and KS2:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>

<b>Policies/key documents</b>	<ul style="list-style-type: none"><li>• Art Policy</li></ul> <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>
<b>Perceptions</b>	Pupils  Parents  Staff  Governors