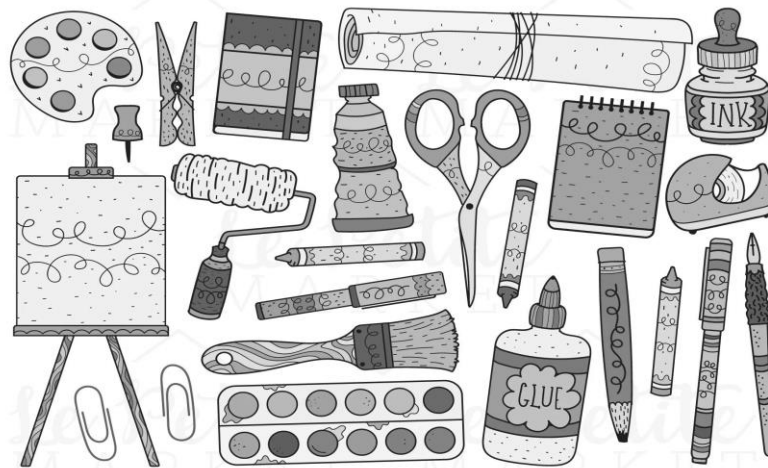


Castlecroft Primary School



Art Policy

Co-ordinator: Miss K. Cox

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Contents page:

Art at Castlecroft.....	2
Aims and objectives.....	3
How this policy was developed.....	3
Key roles in Art.....	3
Intent	4
Implementation	8
Impact.....	10
Contribution of Art to other curriculum areas.....	11
SMSC development.....	11
Inclusion.....	12
Equal Opportunities.....	13
Monitoring, evaluation and review.....	14

Art at Castlecroft:

The Art curriculum is a means by which we can develop our children's creativity and imagination. At Castlecroft Primary School we are committed to providing such opportunities within visual art, music, drama, dance, creative writing and across all aspects of the school curriculum. We actively work to provide an environment that will enable our children to reach their true potential, within and through the arts, as we recognise that Art is a subject which provides opportunities for self-expression. Art and Design reflects the culture and society we live in, and so by the teaching and learning of Art within school we enable children to develop a better understanding of the world around them. We expose children to a broad range of artists from a variety of cultures to ensure that learning is made memorable and stored in the long-term memory by repeating concepts, making links and building upon previous learning throughout our Art curriculum. This is ensured through our projects to provide children with the opportunity to develop and apply their skills and knowledge as they progress through Castlecroft.

Aims and objectives:

The Art curriculum at Castlecroft Primary School is underpinned by the national curriculum.

At Castlecroft Primary School we aim to provide all pupils with the opportunity to:

- * Experience a broad and balanced range of arts activities
- * Creatively express themselves in and through all art forms
- * Develop a progressive range of skills and vocabulary relating to specific art forms
- * Experience a range of arts activities that develop their social skills, confidence and self-esteem
- * Engage in arts activities that access other areas of the curriculum and different cultures
- * Foster and develop individual interests in the arts
- * Develop an understanding of the role of the arts in society, including as a career
- * Celebrate our diversity and explore different cultures through the arts

How this policy was developed:

The Art subject leader established this policy with the support of the local authority network and senior leadership. Before the policy was established by the whole governing body, it was discussed with staff and governors. At least every two years, the policy will be reviewed and presented to the board of governors, but more frequently if significant modifications are made

Key roles in Art

The Art Leader is responsible for:

- ✓ this policy and its implementation including supporting staff in the delivery of Art.
- ✓ ensuring that the governing body is kept up to date with any actions and initiatives that are relevant to the subject.

- ✓ writing the relevant part of the School Improvement Plan (SIP) and providing the headteacher and governing body with regular reviews of the SIP.
- ✓ completing activities to monitor the quality of Art education and use this to identify staff training needs and arrange or deliver CPD

✓

The Governing body are responsible for:

- ✓ ensuring the effective delivery of the National Curriculum in Art
- ✓ ensuring the effective delivery of the planned Art curriculum
- ✓ identifying a link governor to liaise with the Art co-ordinator and update the governing body with regular link governor reports annually.

Intent:

To learn about artists from around the world and be engaged and inspired to experiment, invent and create their own works of art. We want our children to leave primary school with the ability to discuss and evaluate their own and peers work and what a vital role art plays within history and how it reflects ideas and the world at that time.

At Castlecroft Primary School, we recognise how important it is for our children's future academic success and for their empathic understanding to become masters of the Art curriculum.

The school overview:

We want the children to:

- ✓ produce creative work, exploring their ideas and recording their experiences
- ✓ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ✓ evaluate and analyse creative works using the language of art, craft and design
- ✓ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<div>colour, pattern, line, form</div> <ul style="list-style-type: none">To know a wide range of colours.To know that by adding white or black, colours become lighter or darker.To draw with meaning and purpose.To be able to collect and use natural resources to create with.To begin to use a wider range of artistic materials.		<div>Form, shape, line, pattern, tone, texture, colour, space</div> <ul style="list-style-type: none">To know what happens when primary colours are mixed.To add detail to drawings.To use different techniques for joining materials.To talk about what they have made and the processes they have used.		<div>Form, shape, line, pattern, tone, texture, colour, space</div> <ul style="list-style-type: none">To be able to access resources to create their own images and models.To evaluate what they have made.To adapt their creation to improve it.To choose the most appropriate artistic materials for their creation.	
Year 1	<div>Mix It</div> <div>Colour, tone</div> <div>Water based, ready mixed paint/</div> <div>Printmaking/ mixing/ painting</div> <div>Faith Ringgold, Clementine Hunter, Pablo Picasso, Piet Mondrian</div>	<div>Funny Faces and Fabulous Features</div> <div>Line, colour, texture, pattern, shape, space</div> <div>Ready mixed paint/ collage materials/ use of ICT/ pencils, pastels/ cameras/markers</div> <div>Collage/ gallery for evaluations/portraits/ observations/ thumbnail sketches</div> <div>Frida Kahlo, Pablo Picasso, Van Gogh</div>	<div>Rain and Sunrays</div> <div>Line, colour, pattern, shape, form, texture</div> <div>Charcoal/ pens/ printing/ ICT for digital images/ loose parts/ pens, pencils/ card</div> <div>Mark making/ sketching/printing/ digital images/ evaluate/ compare and contrast/transient art/ exploring textures/ collagraphy.</div> <div>Amanda Snyder</div>	<div>Street View</div> <div>Line, colour, texture, shape, form, pattern, space</div> <div>Pencils/ marker pens/ paints/ Sculpture materials, such as corrugated cardboard, foam, and wire/ IT equipment for cameras/ range of hardness drawing materials/ wax crayons/ pastels.</div> <div>Compare and contrast/ observations/ Thumbnail sketches/ evaluations/ analyse artwork/ layering/ 3-D models and sculpture /painting / observations/ artist research and study.</div> <div>John Stringer Sargent,</div>		
Year 2	<div>Mix It</div> <div>Colour, tone</div> <div>Ready mixed paint, clay blocks for colour mixing (or polystyrene tiles)</div> <div>mixing/ painting.</div> <div>Faith Ringgold, Clementine Hunter, Pablo Picasso, Piet Mondrian</div>	<div>Still Life</div> <div>Line, colour, shape, texture, form, pattern, space</div> <div>Powder paints/ pencils with a range of hardness/ clay</div> <div>Evaluation/ compare and contrast/ thumbnail sketches/ sketching/ colour study/ artist research and study/ still life sketch, colour matching and clay <u>form</u></div> <div>Paul Cézanne, Pieter Claesz, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein, and Georges Braque.</div>	<div>Flower Head</div> <div>Form, pattern, texture, colour, shape</div> <div>Air dry clay/ pencils /markers /paints, flowers/ clay/soft dough/ wax paper/ coffee filter/ inks/ food colouring/ spray bottle</div> <div>Printing/ sketching/ drawing/ observation/evaluation/ respond to artwork/ mark marking- exploring textures.</div> <div>Yayoi Kusama,</div>	<div>Portraits and poses</div> <div>Form, shape, line, pattern, tone, texture, colour, space</div> <div>Pencils/ ICT/ digital drawing</div> <div>Sketching/ photo editing via ICT/ gallery for discussion and evaluations/ analysing portraiture over time / digital sketch.</div> <div>Hans Holbein</div>		

Year 3	Contrast and Complement Colour, shape, tone Watercolour paints/ pens/ pencils/ shapes/ Colour theory/ evaluation/ discussions to review/ design/ 2-D compositions/ colour mixing/ colour families/ compare and contrast/ use of colour in art. Piet Mondrian, Wassily Kandinsky, Roy Lichtenstein, Nicolas Poussin, Vincent van Gogh, Henri Matisse, Pablo Picasso, Claude Monet, Jean-Honoré Fragonard, Geertgen Tot Sint Jans, Paul Gauguin, Hendrikje Kühne and Beat	Prehistoric Pots Form, texture, line, pattern, space, colour, tone Clay/natural materials/ Clay sculpture using pinch, coil and pattern/ design/ evaluate/ 3-D form/ historical study/ compare and contrast	Ammonite Pattern, line, texture, form/colour Printmaking/IT equipment/ tracing paper/masking tape/ pencils/inks/fine liners/air dry clay/ acrylic Motif/ art observation and analysis/ printmaking/design/ thumbnail sketches/design/3-D sculpture/ evaluate/ compare and contrast.	People and Places Line, pattern, shape, form, colour, space Pencils/coloured pens/pencils/IT equipment/ oil pastels/ Artist manikins/ black and white paper/hand manikins/white pencils/charcoal/pens Sketches/ art analysis/ artist study/observation/ photography/ compare and contrast/ design/ evaluate/ gallery/ drawing/figures/ detail/ landscape drawing. LS Lowry	Beautiful Botanicals Pattern, colour, line, shape, form, space, texture Plants and leaves/watercolours/coloured pencils/ fruits/hand lenses/ looms/masking tape/IT equipment/seagrass/ lino/forn fronds/printing equipment Sketching/observational drawing/evaluation/ weaving/ design/ compare and contrast/ art analysis/ illustration/ printmaking. Katie Scott	Mosaic Masters Pattern, shape, form, colour, space, tone Coloured pencils/ mosaic stone tesserae/backing board/grout/tweezers/ tile pieces/ foam. Observation/analysis/sketching/colour analysis/mosaics/design/evaluate/
	Klein, James McNeil Whistler, Winslow Homer, Katsushika Hokusai, Natalya Goncharova					
Year 4	Contrast and Complement Colour, shape, tone Watercolours/ pens/pencils/2-D shapes/ Colour theory/ colour mixing/ warm, cool, tertiary, analogous and complementary/ evaluation/ peer review/ colour in art/ compare and contrast/ exploration of media/ colour analysis Piet Mondrian, Wassily Kandinsky, Roy Lichtenstein, Nicolas Poussin,	Warp and Weft Pattern, texture, colour Looms/ sticks/ yarn/plastic needles/ Weaving/design/evaluate/2-D work/ historical analysis of weaving/experimentation/discussion of techniques/compare and contrast	Vista Space, line, colour, tone, shape, form Pens/pencils/charcoal/ presentation of work/fine liners/ ink/ paint/ watercolour/ use of IT to digitally manipulate. Sketch/landscapes/evaluate/ peer review/ artist analysis/ compare, and contrast/ perspective drawing/design/ digitally manipulate images/ thumbnail colour exploration, warm and cool Paul Cézanne, Richard Wilson, Vincent van Gogh, Paul Gauguin,	Animal Form, pattern, colour, texture, shape, line Clay/ dressmakers pins/ sponges/ hard and soft pencils/ ink/ charcoal/ lino print/ corrugated card/ textured materials/ hxx glue/ pipe cleaners Historical art analysis/ 3-D clay sculpture/ design/evaluate/ analyse artwork/ drawing/ compare and contrast/ peer review/ refine/ printmaking/ sketching.	Statues, Statuettes and Figurines Form, line, shape, tone Pencils/ clay/ wire/ wire cutters/ paint/ ink/ pens/ charcoal Design/ evaluate/ art analysis/ refine/ sketch/ peer review/ observational drawing/ compare and contrast/ 3-D sculpture/	Islamic Art Pattern, Shape, Line, Space, Colour, form, tone Compasses/ pens/ pencils/ air drying clay/ acrylic paints/ clay/ 2-D geometric shapes/ fabric/gold markers Motifs/ design/ art analysis/ geometric tiles/ evaluate/ 3-D sculpture/ pattern exploration/ Historical and religious link artwork created in countries that used to be part of the Islamic Empire/ tessellation
	Vincent van Gogh, Henri Matisse, Pablo Picasso, Claude Monet, Jean-Honoré Fragonard, Geertgen Tot Sint Jans, Paul Gauguin, Hendrikje Kühne and Beat Klein, James McNeil Whistler, Winslow Homer, Katsushika Hokusai, Natalya Goncharova		Alexej von Jawlensky, Hans Gude, Paul Ranson, Claude Monet, Rembrandt, Frederic Edwin Church			

Sensitivity: RESTRICTED

Year 5	Tints, Tones and Shades Colour, tone, shape Watercolours/ pens/pencils/ paints Colour theory/ colour mixing/ warm, cool, tertiary, analogous and complementary/ evaluation/ peer review/ colour in art/ compare and contrast/	Taotie Form, colour, shape, pattern, line, space, texture, tone IT equipment/ silicone moulds/ casting, plaster/spoons/clay/natural items such as shells/ got glue gun/ mark making, tools/roller/cardboard/ink/paint/powder paint/pens/pencils	Line, Light and Shadow Form, colour, shape, pattern, line, space, texture, tone Black ink/ black markers/ hard and soft pencils/ bottles/ charcoal/ pen/ ink/ black paper/ white chalk/ white oil pastels/ white pencils/ natural and man-made items / IT equipment/ Kikiki app on iPad	Nature's art Form, colour, shape, pattern, line, space, texture Hot glue gun/natural materials/wire/string/clay/ pencils/ boxes/ IT equipment Compare and contrast/artist analysis/design / evaluation / installation art/ art analysis/ mastery of use of materials/	Mixed Media Form, colour, shape, pattern, line, space, texture, tone Newspaper/tissue paper/ dried flowers/ sequins/ papermaking, screens/cloths/ buttons/fabrics/ buttons/ marbling, inks/ quilling tools/ quilling strips/ 3-D forms/magazines/; textured and coloured paper/ photo postcards	Expression Form, colour, shape, pattern, line, space, texture, tone Hand mirrors/ Drawing paper/ Drawing materials/ Pastels/ colouring pencils/ marker pens/ oil pastels/ letter stencils/IT equipment for word processing software/ photographs using IT/ A3 paper/
	exploration of media/ colour analysis/landscape sketches/painting Vincent van Gogh, Pierre Auguste Renoir, Camille Pissarro, Claude Monet, Theodore Robinson, Peter Graham, Max Liebermann, Sharyn Finnegan, Narcisse Diaz de la Peña, Robert Spencer, Mallord William Turner, Pieter Bruegel the Elder	Casting/ art analysis/ relief printing/ compare and contrast methods/ design/ evaluate/ sculpture/motifs/ link to History/ Chinese bronze casting/ embellishment	Design/evaluate/ drawing with ink/ compare and contrast/artist study/ artist research/ continuous line/ shading/ peer review/improvement of technique/ preliminary sketching/ sketches/ photography/ photo editing Pablo Picasso, Rembrandt	mastery of techniques/ compare and contrast/ Andy Goldsworthy	Papermaking/ design/ evaluation/ art analysis/ mixed media artwork/ exploration of media/ gallery/ mastery of techniques/paper craft/ collage / photo collage/ surrealism Henri Matisse, Fanny Dreyer, Joanna Corcarelli	Art analysis/ compare, and contrast/ observational sketches/ artist study/ paints/ analyse colours/ feelings generated by art/ photography/ design/ gallery Edvard Munch
Year 6	Tints, Tones and Shades Colour, tone, shape Watercolours/ pens/pencils/ paints Colour theory/ colour mixing/ warm, cool, tertiary, analogous and complementary/eval	Trailblazers, barrier breakers Form, colour, shape, pattern, line, space, texture, tone IT equipment with art software/pens/ pencils/ oil pastels/ collage/ material/paint/ chalk/inks	Inuit Form, colour, shape, pattern, line, space, texture, tone Soap/ IT equipment/ clay tools/ card/ acetate/ paint/ inks, sponges/ masking tape Art analysis/ feelings generated by art/ montage/observation/	Environmental Artists Form, colour, shape, pattern, line, space, texture, tone IT equipment/ card/ cardboard/recycled materials/ wire/ wire cutters/ hot glue gun/ tape/ video editing, software	Distortion and Abstraction Form, colour, shape, pattern, line, space, texture, tone Pencils or pens/Rulers/ scissors/glue/ sketchbooks/ card frames/ tracing paper/ marker pens/	Bees, Beetles, and Butterflies Form, colour, shape, pattern, line, space, texture, tone Glue/ IT equipment and printer/ drawing pencils/ coloured pencils/ pens/ watercolour paints and brushes/mixing palette/ Tracing
	uation/ peer review/ colour in art/ compare and contrast/ exploration of media/ colour analysis/ landscape sketches/painting Vincent van Gogh, Pierre Auguste Renoir, Camille Pissarro, Claude Monet, Theodore Robinson, Peter Graham, Max Liebermann, Sharyn Finnegan, Narcisse Diaz de la Peña, Robert Spencer, Mallord William Turner, Pieter Bruegel the Elder	Artist research/ mood board/ critical art analysis/ discuss thoughts and feelings/compare and contrast/ analyse use of formal elements/drawing/ design/ final piece/evaluation/ exhibition plaque Edmonia Lewis, Henry Ossawa Tanner, Augusta Savage, Gordon Parks, Elizabeth Catlett, Yinka Shonibare, Barbara Walker, Hurvin Anderson, Turgor Bastien, Chris Ofili	analyse use of formal elements/ soap carving/ thumbnail sketches/ design/ evaluate/ stencilling/ peer evaluation/ compare and contrast/ artist study/ understand link to History/ experiment with materials and processes/ printing/ manipulating images using II Jessie Oonark, Karoo Ashevak, David Ruben Pigtokeuk, Lucy Tasseor Tutsweetak, Kenjuak Ashevak and Pitseolak Ashoona.	Artist research/ art analysis/ discuss thoughts and feelings generated by art/ mastery of techniques/ mood board/ design/ evaluate/ analyse use of formal elements/ 3-D sculpture / sketching/ exploration of materials/ photography link to IT p. Of study. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Anthony Gormley, Olafur Eliasson, Edith Meusnier, Chris Jordan, John Akomfah, Aurora Robson, Alejandro Durán, Julia Anne Goodman, Miwa	paper clips. Oil pastels/ paint/ Artist research/ art analysis/ discuss thoughts and feelings generated by art/ mastery of techniques/ mood board/ design/ evaluate/ analyse use of formal elements/observation/ compare and contrast/ abstraction/ distortion / landscape sketch/ perspective/ orphism/ refine/ link to smsc- Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Pablo Picasso, Robert Delaunay	paper/ hard and soft pencils/ fine liners/ ballpoint pens/ ittes glue/ textured paper/sequins/ needles/ hessian/ fabric/ metallic threads/ Art analysis/ feelings generated by art/ montage/observational drawing/ analyse use of formal elements/ design/ artist study/ artist critical analysis/ mixed media collage/ sewing/ evaluate/ refine/ pop art/ reflect/ mastery of techniques/ Lucy Arnold, Andy Warhol,
				Koizumi, Caroline Saul, Mathilde Roussel-Giraudy, Robert Bradford, Anthony Heywood		

Implementation:

Throughout school, we build upon children's knowledge and skills through the curriculum choices made on Curriculum Maestro. Vocabulary and knowledge is progressive and cyclical so concepts from the curriculum can be revisited and reinforced at a deeper level as the children move through school. Skills and knowledge are retrieved and revisited in order for the children to know more and remember more. We provide the children with opportunities to be critical thinkers, use a range of materials and evaluate and be exposed to a range of significant artists from over time from which they can develop their skills. Alongside this, children also develop key writing and reading skills as we move through school through written and verbal discussions, focussing on key concepts such as comparing and contrasting artwork centred around the use of the formal elements of art. By the time children leave, we want them to be able to design, create and evaluate a piece of artwork using the formal elements of art.

EYFS:

We relate the creative aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Art contributes to a child's personal and social development. Naming colours, exploring colour mixing and building models, builds on children's spoken language and communication and understanding of the world around them.

Expressive Arts and Design ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Model Art lesson

During an Art lesson we should see:

- ✓ A revisit. A time for children to revisit key knowledge and skills from a previous lesson or unit of work. We should be asking children to recall information and vocabulary from a previous lesson to strengthen the link in their long term memory. These revisits could be a discussion, or a question asked as you input the lesson to do with a technique or artist.
- ✓ Vocabulary check. Children should be taught new vocabulary before teaching the new learning. New vocabulary needs to be explicit so the children can use this as they learn.
- ✓ New knowledge. Introduce the key knowledge for the lesson. Key knowledge needs to be drawn out and the key skills should be modelled for each lesson so that children can experiment and evaluate as they go.
- ✓ Application. Children need to draw on the skills and knowledge they have acquired to plan and create pieces of art and develop their critical thinking skills.
- ✓ Plenary. Children have the opportunity to reflect back to the key learning and skills from the lesson and evaluate their work. What would they do differently next time? Was the use of colour effective? Why/ why not?

We expect all children to access the Art curriculum and to have the same opportunities. As teachers Castlecroft Primary School, we scaffold the learning so that all learners can achieve.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key Art knowledge and skills are taught to enable and promote the enhancement of children's skills.

Assessment is supported by use of the following strategies:

- ✓ Observing children working and providing feedback in the lesson for children to refine and improve their use of media/ techniques
- ✓ Using responses to differentiated, open-ended questions that require children to explain their understanding of the formal elements and aspects of art
- ✓ Providing effective feedback and monitoring a pupil's response

Wider opportunities

There are progression routes for children who enjoy art making to take things further.

From Key Stage 1 children have the opportunity to join an art club which runs afterschool. As a whole school we also participate in the 'Take One Picture' exhibition run by the National Gallery. During this week all classes plan, create and evaluate artwork which we celebrate at the end of the week in a gallery event where children have the opportunity to view their own and peers work.

Impact :

As a result of our quality curriculum and good teaching:

(PUPIL VOICE):

- ✓ children talk enthusiastically about Art and understand the importance of the subject. They can discuss the topics they are studying and the media they are using.
- ✓ In Art, children are beginning to use appropriate vocabulary when discussing their learning

(ATTAINMENT):

- ✓ children achieve their age-related expectations and where there are gaps in their knowledge or skills, they receive support and intervention within class to support this
- ✓ more able children who are identified (using Fisher Family Trust and school data) as having the potential to achieve Mastery level are challenged with varying evaluation questions and a larger range of artists work to draw upon to compare and contrast or discuss

(OUTCOMES):

- ✓ Work trawls evidence a broad and balanced curriculum and demonstrate children's acquisition of age-related knowledge and skills.

(CROSS CURRICULUM):

- ✓ children use appropriate subject related vocabulary in other areas of the curriculum such as History, Computing and Music.

Contribution of Art to teaching in other curriculum areas:

English

Art contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening. Children develop their language skills through discussions, with attention to the formal elements and significant artists. Through working with others in a creative setting, children develop their ability to communicate ideas effectively.

Computing

IT is used in Art where appropriate. Children use computer programmes to edit and collage digital images. Pupils also use IT to enhance their research skills and knowledge of significant artists through the Internet.

Personal, social and health education (PSHE) and citizenship

Art contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of creating and evaluating artwork, children learn to work effectively with other people and develop good relationships. Art is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence and emotional regulation.

SMSC Development:

At Castlecroft, we recognise that spiritual, moral, social and cultural education is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching resources and learning environments.

SMSC is taught through and is reflected in our Art curriculum in many ways. We teach the children about different cultures and how different people live. Children will develop an understanding of how attitudes and ideas have changed over time through the style and content of artwork. We will look closely at the lessons we learn

from art and how they relate to historical events and our lives today.

Spiritual: Religion is a theme which runs through the chronology of Britain and the world. Linking to RE, some Art topic link to religious and cultural art.

Moral: Through the unit on Trailblazers, barrier breakers, the children get to discuss the work of black artists and the topics they depict within their work. Children have other opportunities to look at how views and feelings have changed over time through artwork.

Social: Children will have chance to work collaboratively on projects. During art week, the children will all have the opportunity to present and evaluate their work. There are also opportunities to compare artwork and techniques.

Cultural: Children learn about different areas of world cultures in the past, particularly in Trailblazers, barrier breakers, Taotie, Inuit and Islamic art units. We look at how cultures of the past are similar and different to cultures today.

Equality and Inclusion:

At Castlecroft Primary School we are committed to providing a teaching and learning environment which ensures equal access to our history curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. In order to make use of these opportunities, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. They have an entitlement to a broad, balanced curriculum, which is relevant to their needs and which is delivered in a differentiated way. Our VI children will have activities and resources adapted by VI children and teachers.

To ensure inclusion:

- ✓ pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment system and appropriate intervention carefully planned and monitored for impact.

- ✓ teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensuring that they perform in line with non-disadvantaged pupils in the same ability band.
- ✓ children with identified SEND (including pupils with an EHCP) should be supported as and when they need it
- ✓ our number of EAL children is significantly below the national average however advice will have been sought, and support will be given to these children should they need it

Equal opportunities statement:

At Castlecroft Primary School we are committed to providing a teaching and learning environment which ensures equal access to our Art curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

Monitoring, Evaluation and Review

At Castlecroft it is important to us to monitor and review the art curriculum.

We regularly review our practice. Links with schools in the city, who are models of good practice, help to shape next steps and affirm good practice.

Internal monitoring systems provide the art leader with a clear view of art provision and its impact in school.

We do this by:

- ✓ reviewing children's work and the quality of teaching in art. This will be done by the subject coordinator
- ✓ the subject leader is involved in supporting colleagues in the teaching of art, being informed about current developments in the subject
- ✓ children will be responsible in taking part in self-assessment activities
- ✓ the subject coordinator annually reviews the teaching and learning of art in schools for the School Development Plan

- ✓ the art subject leader visits classes to observe teaching and learning in the subject
- ✓ staff training will take place where teachers work together collaboratively to assess art involvement and teaching in school

Parental Involvement :

Parents play a vital role in the development of art skills. We aim to foster a strong home-school partnership and offer support for parents. Parents can speak to teachers about the children's learning and parent consultation evening.