

**Rossmore School’s Art policy**

**Intent**

It is our intention that children will see themselves as artists knowing their strengths and being confident to explore and create. Children will be taught skills that can be applied in wider life experiences and throughout the life such as growth mindset, working alone, in pairs and collaboratively in larger groups. Children will have empathy and understanding of the role an artist plays across the world now and in the past. Children are excited and eager to explore discover and become lifelong artists.

**Implementation**

Children are taught by teachers with excellent subject knowledge due to regular CPD from a skilled artist. Skills are practised in sketchbooks where children feel safe to explore, make mistakes and learn new skills. Final pieces are designed and planned which results in children have unique end pieces. Extended periods of time are given, allowing children to explore and learn more deeply and be more absorbed in creating. Art plays a key role and trips. Children have a specialist art teacher for half a day per week for a half term at least once a year.

Art units are linked to our cross-curricular projects and to the key concepts that thread through these. Children study artists and techniques and apply this to their own art work.

**Impact**

Children see themselves as artists. They are confident to explore and create. They use their sketch books to practice skills and experiment understanding that this is a safe place to use their imagination. The impact of the curriculum is measured termly through regular conversations with the children and staff along with the assessment of work in sketchpads. The children are expected to be able to name the artist they have been learning about, their work and the skills they have used to create different artistic effects. Children should also be able to explain the skills they have practised and new vocabulary they have learned.

**Assessment**

During art sessions there is a constant conversation about exploration of skills, therefore self, peer and teacher assessment is a fluid, integral part of the lesson. Children begin to annotate sketch books in Yr1, with support, and become more independent each year.

Balance is used to plan and track learning and further sessions planned from these assessments.

**Equal Opportunities and Inclusion**

At Rossmore School, we teach Art to all children, whatever their ability, age, gender or race. Art forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the specific needs of children with learning difficulties. Teachers identify children who are gifted and talented in Art. It is the teacher’s responsibility to ensure that these children are suitably challenged. Opportunities are identified for these children to actively participate in more challenging aspects of Art.