



Art Policy  
Intake Farm Primary School  
January 2022



## 1. Statement of Intent

- At Intake Farm Primary School, we believe that high-quality art lessons will inspire children to think innovatively and develop creative procedural understanding. We believe that as the children progress in the learning, they should be able to think critically and develop a more rigorous understanding of art and design. We believe that children should know how art and design both reflect and shape our history and contribute to the future and creativity around the world.
- The art curriculum is intended to be delivered as a distinct subject with a clear sequence of lessons incorporating clear vertical links throughout the school ensuring learning is deep and transferable year on year.
- Through the study of specific artists or forms, teaching staff will be able to make tangible links between art and the rest of the wider curriculum, including our developing Rights Respecting Schools ethos.
- Teaching staff will be asked to study one artist in depth and provide children with artists linked to the particular piece of work they are developing.
- The art curriculum ensures a broad range of artists are studied across the curriculum from a range of genders, socio-economic backgrounds, nationality, races and cultures.
- There has been a conscious effort to select artists who have not had the benefit of formal training to demonstrate that success in art is attainable for all.
- In art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

We aim to link the teaching and learning of the art curriculum to the topic which we are studying within either a half term or term.

Our aims in teaching art are that all children learn to:

- Find enjoyment in art and creativity
- Hold a positive self-image and confidence
- Discover a sense of purpose and fulfilment in artist expression
- Appreciate a wide range of artists and art work
- Experiment with a range of media, styles and techniques
- Use a range of materials and techniques competently
- Develop their observation and description skills
- Express ideas and feelings through creative work in both two and three dimensions
- Value and respect their work and others work

- Discuss their work using appropriate vocabulary

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.
- Art can give children freedom and choice to create something unique to them.
- Art can help to develop self-confidence, self-discipline and resilience.
- Art can help to develop critical thinking.

### Implementation

- The children are taught Art as part of their termly topic work. Areas covered include mosaics, printing based on topic work, space themed sculptures, African textiles, cave paintings and Mayan funeral masks. More detail can be found in our Long-Term plan.
- The subject leader will provide all staff with an art curriculum framework which details the artists and movements they are expected to cover over the course of an academic year.
- To ensure progression within the subject, work will be set based on the following parameters:

Children will be expected to mirror or recreate key works of art in KS1 and in lower KS2 with some artistic decisions being made so it differs from the original. Pieces in upper Ks2 should be original pieces that utilise the features of a movements.

Skills progression will also be tracked throughout the school to ensure the artistic ability of the children reflects national curriculum expectations.

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- The work of famous local, national and international artists are explored to enhance the children's learning.
- Teachers plan and build upon previous learning and use the skills progression to support this.
- Where and when possible, the children's learning is further enhanced with whole school 'Big Art' days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.
- Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity. Art can also be taught as individual lessons or as whole days linked to another curriculum area.
- Planning for art and design is provided for in medium and long-term plans. **This is done in detail on the interactive whiteboard as we wanted more time spent as a school on the resources for the children**

- Art will be assessed through termly objectives based on the researching, planning, development and production of a piece of work. A skills progression map will be used to ensure children produce work that is ARE or greater with cross moderation taking place within year groups and across the partnership.
- The school promotes the displaying of art work in classrooms. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.
- Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

### **Impact**

Children will develop an understanding of what being 'an artist' means. Through our approach the children will develop an appreciation for art and its importance for our spiritual, social and emotional wellbeing. Our children will retain knowledge about their focus artists; be given a wide range of opportunities to express themselves creatively; discuss their learning and celebrate their successes.

### **2. Teaching and Learning**

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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.
- About great artists, architects and designers in history.

At Intake Farm activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large

group, or as a whole class activity. Art can also be taught as individual lessons or as whole days linked to another curriculum area.

- Planning for art and design is provided for in medium and long-term plans. This is done in detail on the interactive whiteboard as we wanted more time spent as a school on the resources for the children
- Skills progression is at the fore and this is used to both plan and assess.
- Where possible art is linked to other subjects.

### **3. EYFS**

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

### **4. Key Stage 1 And Key Stage 2**

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

### **5. Assessment and recording**

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, pupils are required to show their progression in their topic books which link to their termly or half termly topic.

Progression and achievement are tracked against learning objectives using working towards, expected and better than expected. Objectives can be highlighted for each term and the children's names recorded in the box which they are working at. This will help when reporting to parents as well as curriculum leaders.

Photographic records and some work may be kept until the end of the year.

### **6. Inclusion**

At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors — classroom organisation, teaching materials, teaching style, differentiation — so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7. Equal opportunities**

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

## **8. Resources**

There is an art store where all resources are kept and monitored. These resources aid the delivery of the lessons and are locked away for safety reasons.

## **9. The subject leader**

- The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.
- They will monitor the quality of teaching and the standard of work produced.
- Evidence will be kept from year to year.
- The subject leader will offer support to colleagues and share their expertise and experience.
- They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

## **10. Health and safety**

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

- Children are supervised at all times during activities.
- A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

## **11. Contribution of art in the core curriculum**

### **English**

- Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

### **Maths**

- Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

### **Computing**

- I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

### **PSHE**

- In art lessons children are taught to discuss how they feel about their own work and the work of others.

### **SMSC**

- Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

**Laura Gibson, January 2022.**

**This policy has been written in conjunction with staff and governors. It has been approved by the governing body.**

**It will be reviewed in January 2024**