

Curriculum Policy Statement for Art.

Introduction

Art and Design Technology are creative subjects which children instinctively use as a means of expression, to communicate ideas and feelings. The teaching of Art and Design Technology stimulates and encourages creativity and imagination through visual, tactile and sensory experiences. It provides a unique way of understanding and responding to the world and can be used to shape our environment.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

ART

Intent:

The intent is to ensure all pupils produce creative, imaginative work. 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. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting. We have chosen these as the 3 main areas for development in our school as our cultural capital indicates that fine motor control is an area of development and through these art areas, this can be developed. 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. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

Implementation:

Each key stage focuses on different themes linked to class topics to ensure continued interest in the subject as well as acquiring new knowledge. The teaching allows for progression which develops their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested artist links, historical time period links for each year group, which will offer structure and narrative. They are to be fully integrated into the lesson sequence.

Impact:

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness

about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Early Years Foundation Stage (EYFS)

Reception	Physical Development	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> 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.

Key Stage 1

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, 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 [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.

By Year 6:

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

Progression and Continuity

The school uses a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Art. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Teachers are encouraged to develop skills referring to "Whole School Skills Progression" document for Art as well as specific Art skills progression.

Planning

Art is taught through a topic based approach alongside our Creative Curriculum. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term and in accordance to the National Curriculum. The KAPOW scheme is used to provide an exciting and progressive curriculum.

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Assessment and Recording

At Whitchurch Combined School assessment is an integral part of the teaching process. Assessment

is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Monitoring

Each child has an Art/Design sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations/learning walks.

Art and Design Technology Sketchbooks

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook. Each child has their own Art and Design sketchbook. This provides a record of the child's learning and progress in art and is used as evidence to show each child's capacity of acquired art skills. Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work (There are times where it is more appropriate to record on separate sheets of paper that can be stuck in at a later date.)

The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists

Inclusion

Effective learning opportunities in Art should be provided for all pupils in accordance with these general principles:

- Suitable learning challenges should be set, particularly for those pupils whose attainment significantly falls below - or exceeds - the expected levels at any particular stage;
- Teachers should respond to pupils' diverse needs, and plan their art and design lessons so that all pupils can take part fully and effectively.

Identifying more able pupils

A child who is more able in art will perform or show the potential for performing at high levels compared with children of the same age. They will usually begin drawing at an early age. Drawing is likely to dominate because of the accessibility of the media and because it can convey more detail. A more able child is likely to, at an earlier age, include more detail in their artwork and an ability to use mixed media. They will usually work for longer on a project and will prefer drawing to other

forms of entertainment and will have the drive to work on their own.¹ Children showing G&T will be shown on the G&T provision map.

We aim to showcase and celebrate our children's achievements in art. This may take the form of an art exhibition where relatives of the children are invited into school to view the exhibit and purchase canvases on display. The theme is usually based on an SMSC theme such as African Art and would link whenever possible to other curriculum initiatives such as Book Week.

Health and Safety

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Children should be shown safe procedures for using such resources and should be made aware of the dangers. Pupils should be encouraged to develop confidence and a sense of responsibility for themselves and others. They must learn to understand that their actions directly affect other people's safety, and be encouraged to look for, and react to, potential hazards. Pupils should be trained to work sensibly and safely, and to acquire positive attitudes towards safe practice. Teachers must give a clear lead by their own planning, precepts and personal example. If in doubt, teachers should liaise with the art and design co-ordinator to ensure they are familiar with the safety procedures for using certain resources. Resources which require particular care in use include; lino cutters; spray fixative; glue guns; craft knives and needles.

When using glue guns, irons or other potentially hazardous equipment or materials, the teacher should set up a 'zone'. Children will be warned that the zone is being set up and warned that they are not allowed into the area unless they are accompanied by a member of staff. Children should then, if appropriate, be supervised when using glue guns etc. Staff should use their judgement when giving children the responsibility of using this equipment.

The Role of the Art Co-ordinator

The role of the co-ordinator is to:

- Seek to enthuse pupils and staff about Art and Design Technology and to promote high achievement;
- To ensure that the intent and implementation of Art across the school is closely monitored and to review its impact.
- Advise and support staff in the planning, delivery and assessment of Art and Design Technology;
- Offer specialist advice and knowledge for special needs and more able pupils or be able to signpost staff towards more specialist advice;
- Monitor and evaluate the standards of children's work and the quality of teaching in art and design throughout the school;
- Undertake learning of Art and Design Technology teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing;
- Purchase, organise and maintain teaching resources;
- Manage a delegated budget and keep spending within it;
- Advise the Head teacher of any action required (eg. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement;

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