



Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	February 2016
Reviewed:	March 2019, 2021, June 2022, June 2024
To be reviewed:	June 2026.

Art Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Aims & Objectives

Guyhirn Church of England Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing ourselves and others.
- Working in partnership with parents and the community.

Implementation Aims

General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Art at Guyhirn Church of England Primary School & Pre-School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Art making it an enjoyable experience;
- To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- To develop their ability by using a range of materials, tools, and techniques within art lessons.
- To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of art's place within different periods and cultures.

Children

- To develop an enjoyment of creative art and see themselves as artists.
- To be able to express their own ideas, through art and give meaning to the world around them.
- To learn, develop and build on a wide range art skills.
- To be able to use a range of materials, tools and techniques at a comfortable level for them.
- To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- To develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Art.
- To support the children with any art that they may undertake at home.
- To help develop a child's talent for art where necessary and value it as a subject.
- To encourage and praise their child's efforts.
- To come into school and look at the art work that the children have created.

Governors

Governors will:

- a) Through monitoring assess the quality of education;
- b) Visit the school and talk to pupils about their experiences of the curriculum area;
- c) Promote and support the positive involvement of parents in the curriculum area;
- d) Attend training and other events relating to the particular curriculum area as and when required;
- e) Share monitoring reports with the LGB including recommendations;
- f) Be understanding and supportive of our aims in learning and teaching Art and review the Art Policy bi-annually.

Intent

The art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, children examine how these relate to each other in a historical context and how this affects their own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Implementation

Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting).

Impact

The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking, photography and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art). The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

Organisation

- Children have timetabled weekly lessons
- The long term plan follows the PKC Curriculum map.
- Children are taught the basic skills (following the PKC curriculum).
- Children are able to use their observation skills as part of their learning, completing a wide range of drawing, painting activities.
- Children are given opportunities to develop their own ideas in art using a variety of materials and tools.
- Children are shown different techniques they can use to develop their knowledge of the subject.

Basic skills

EYFS -Early Learning Goal: Expressive Arts and Design - Creating with Materials

- 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.

General Aims of the National Curriculum for KS1 and KS2.

- 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.

KS1 Aims

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

KS2 Aims

- Develop their techniques, including their control and their use of materials, with creativity and experimentation.
- Develop an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.
- Learn about great artists, architects and designers in history.

Cross curricular

Opportunities are used to encourage children to use their creative knowledge over all areas. Art can help provide meaning to all other subjects within the curriculum. Art is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Art can be linked to all other areas and gives a practical approach to learning.

Resources

Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists.

General resources - different sized/types of paper, backing paper and boarders, card, paint, clay, wire etc. are kept within the art cupboard

Paint brushes, glue, pencils, felt pens etc. are kept in individual classrooms.

Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible.

Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible and gives teacher's the opportunity to show the parents good work through the displays throughout the school.
- Parents/Carers have the opportunity to meet with their child's class teachers at least twice a year at Parent Consultation Meetings and receive an annual report at the end of summer term.
- Parents are encouraged to join in with events held in school in which activities will have a creative aim.

Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
 - b) Learning and teaching.
 - c) Leading and managing staff.
 - d) Efficient and effective deployment of staff and resources.
- The Subject Leader will have regular discussions with the Head teacher and other senior leaders about learning and teaching in Art and provide an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Art Lesson: Good Practice

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Guyhirn Church of England Primary School. These apply to learning and teaching in Art as well as every other curriculum subject area.
- In Art the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them over all other areas of learning.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in Art are assessed by completing the Foundation Subject End-Of-Unit Assessment.
- Children's standards and achievements in Art in the Early Years Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going observation and assessment of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Assessment in Art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works (we are not all great artists) Art assessment will focus on what individual children have achieved.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs and that the school meets these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Guyhirn Church of England Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher, Senior Leadership Team and Art Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Art Subject Leader will report to the governing body on the effectiveness of the policy at least bi-annually and, if necessary, makes recommendations for further improvements.