



ST ANDREWS CE PRIMARY SCHOOL

ART POLICY

This Policy reflects St. Andrew's Church of England Primary School's vision: At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

Our Art fulfils all aspects of our mission, especially:

- Developing children's spiritual development and moral practice so it impacts on their love of learning and the wider school community.
- Learning starts with the views and ideas of the child (Article 12), allowing them to be free to express their thoughts and opinions (Article 13).

As a 'Rights Respecting School', we follow the United Nations Convention on the Rights of the Child which states:

Article 29 – Education must develop every child's personality, talents and abilities to the full
Article 31 – children have a right to relax and experience a wide range of artistic or cultural activities.

Purpose

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. 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.

There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives. At St Andrew's we believe that the learning of Art provides valuable educational as well as social and cultural experiences for children of all ages. Pupils develop life skills and have the chance to extend their knowledge of how practitioners work.

Intent of Art Curriculum

Article 31 – children have a right to relax and experience a wide range of artistic or cultural activities.

- Provide children with a wide range of art/craft experiences to develop their creative expression and enjoyment of learning.
- Provide opportunities for children to learn lifelong technical and design skills.

Implementation of Art Curriculum

- Learning about the work of famous artists and their styles
- Using cross-curriculum links to stimulate creative exploration

- Experiencing different art/crafts through visiting artists and visits to 'arts' centres (galleries/theatres/museums)
- Exploration of art methods through different media, materials and techniques.

Impact of Art Curriculum

- Children will value and respect creativity, imagination and uniqueness in themselves and in others, and feel confident to express their ideas and feelings through art.

Teaching and Learning

Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople, other cultures, and sculptors and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

Key Stage 2

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

Progression

There should be progress from year to year in both application of skills and understanding of the subject.

The National Curriculum level descriptors indicate progression in the following key areas:

Pupils in Key Stage 1 should be taught:

- 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

Pupils in Key Stage 2 should be taught:

- 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

Planning

We follow the scheme of work 'Plan Bee' that ensures opportunities for cross-curricular links are maximised and the necessary skills are covered. Class teachers take advice from subject leaders to supplement these plans if needed. Class teachers are always considering how they can enrich the learning opportunities for pupils in other curriculum areas through the arts. All medium-term plans are monitored by the Art Lead. The scheme of work plans for progression so that there is an increasing challenge for the children as they move up through the school.

IT and Art

IT is used to enhance learning through using the internet for research of artists and art movements.

A range of computer programs and Apps enable the children to begin to experiment with digital art.

EYFS

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books.

An environment is provided which reflects the importance of language through signs, labels and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves.

Assessment and Target Setting

We assess children's work by making judgements as we observe the children during lessons and we use these to plan future work (see assessment policy and individual subject policies). In Art, a pre and post assessment is done on figure drawings at the start and end of each academic year to track progress. In addition to this, on completion of a piece of work, the teacher marks the work, comments as necessary and asks the child to respond at various intervals. Class teachers record the standard and the skills that pupils have reached on an assessment template using Emerging, Expected and Exceeding judgements. The subject leader analyses the data for attainment and progress and an evaluation of each year group is made against national standards. There is an opportunity for parents to receive an oral report on their child's progress twice a year at parents' evenings and there is also a written report annually.

Inclusion

The school aims to provide a broad and balanced education for all children so that they achieve as highly as they can according to their individual abilities. Assessment information is used to identify pupils who need support or are gifted and talented meaning suitable challenges and extension tasks are provided. Art is an area some children who are at an emerging level in some areas of the curriculum can shine and this is recognised and celebrated.

Equal Opportunities

At St. Andrew's CE Primary School, we teach Art to all children, whatever their ability. Art forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Pupil Profiles.
(ref: Equal Opportunities, SEN policy)

Health and Safety

Teachers must be familiar with the current health and safety regulations relating to Art and carry out risk assessments as and when appropriate. Teachers must ensure that children are aware of important health and safety issues when participating in particular activities and using particular tools and media. (ref: Health and Safety Policy)

The role of the Subject Leader:

The Subject Leader is responsible for raising the standards of teaching and learning in art through:

- monitoring and evaluating art:-
 - pupil progress
 - resourcing of art
 - the quality of the Learning Environment;
 - the deployment and provision of support staff
- Leading in policy development
- Keeping up to date with recent Literacy developments
- Auditing CPD needs and supporting colleagues in their CPD
- Auditing, purchasing and organising resources

The Governing Body

Initiatives are discussed with the teaching and learning committee and regular meetings take place on the progress of English provision with the Literacy Leader and Literacy Governor.

Involvement of Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn in literacy. In order to promote this, we:

- provide home/school reading diaries in EYFS and KS1 and reading diaries in KS2
- offer guidance to parents, in the form of information letters/leaflets and areas on the school website about how they can support their children with homework
- hold regular curriculum open days and evening meetings to explain relevant developments in literacy education
- hold parents' evenings twice a year to discuss children's progress
- send an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning

Review

This policy will be reviewed every three years or in the light of changes to legal requirements.

Signed: _____ Chair of Governors

Date: December 2023

Reviewed : December 2026