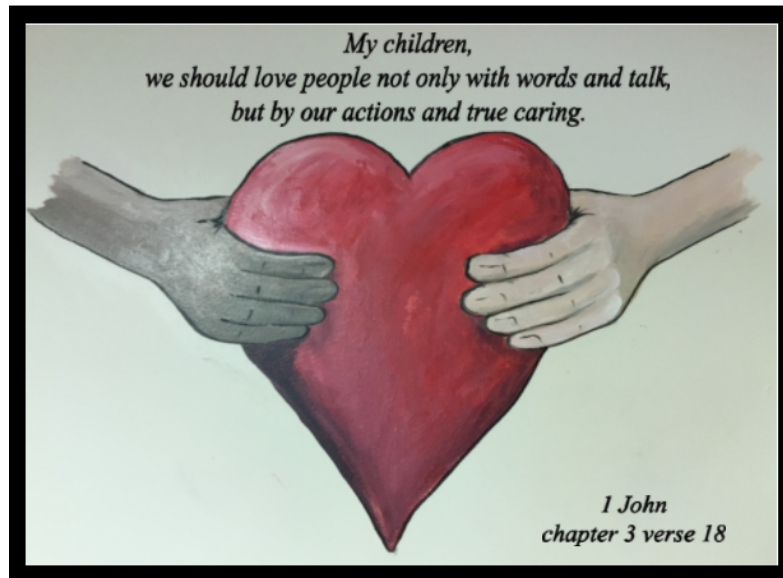




ART POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, philosophy and Mission Statement of St. Luke and St. Philip's CE Primary School in relation to the teaching and learning of Art and Design. It is consistent with the school's agreed aims and objectives and sets out a framework within which the teaching and support staff can operate. It gives guidance on planning, teaching and assessment. This policy document should read in conjunction with the **National Curriculum core objectives (appendix i)**, the **Art and Design Yearly Overview of Progression of Skills (appendix ii)** and the **Access Art Scheme (iii)** which set out in detail what pupils in different year groups will be taught. Pupils will also learn to apply the knowledge and skills they have acquired to a variety of curricular areas.

AUDIENCE

This document is intended to give a clear outline of the School's approach to the teaching of Art to all staff, governors and parents. It is also intended for the use of the School's Advisory Service when assisting development of the School's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff and members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a creative way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of **colour, texture, form, pattern** and different materials and processes. Children become involved in shaping their experiences through art and design. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

At St Luke and St Philip's we aim:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop skills, creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

The National Curriculum core aims for Art and Design is to ensure that all pupils:

- 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.

CURRICULUM INTENT

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical and cross curricular approach to learning. **Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.**

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

Academically – through a knowledge rich, focussed and sequenced curriculum.

Culturally – through an extensive programme of extra curricular activities and visits.

Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting Art and Design curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. We realise that in order for our pupils to lead in tomorrow's world they will need to demonstrate compassion, understanding, empathy and innovation.

Success, progress and celebration are very much at the heart of what we do.

IMPLEMENTATION

To teach Art and Design through the school we take a whole school approach involving:

- Discrete teaching time linked to the Access Art Scheme
- Teaching through other curriculum areas
- Teaching through special activities and events

In order for progression, the curriculum is planned to allow the coverage of art to be broad and to develop skills and knowledge year-on-year across; **line** (drawing & sketching), **colour** and **tone** (painting), **pattern, shape and space** (printing) and **3D/** sculpture (texture, form, shape and space).

Art will be taught three times a year for half a term each term, using selected units from the Access Art Scheme.

IMPACT

Through the teaching of art, children will build upon their skills learnt in art, year on year. Children will learn about different artists and styles, and begin to form opinions based on what they like and do not like. They will also begin to make informed decisions about their own art work and how they would like to improve it, through discussions and their own evaluations of their work.

Children will begin to see art as a process, using different stimuli to; gather inspiration, develop an understanding, record their responses, review artwork, make modifications and to evaluate their own work.

Developing children's skills in art will allow them creative ways to express their feelings and thoughts as another way of communication.

USE OF THE Access ART SCHEME

The 'Access Art Scheme' has been designed to enhance children's learning through 3 half termly units from Reception to Year 6.

The units are based around the experience of; *Drawing, Painting, Printmaking, Collage, Textiles and 3D*. These will be covered throughout the year in each year group.

We ensure that the act of investigating and creating a final piece includes; exploring and developing ideas, evaluating and developing work.

We encourage children to evaluate their own ideas and methods, and the work of others, and say, through the practice of oracy skills, 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 which are two and three dimensional, and on different scales. Children also have the opportunity to use a wide range of resources, including ICT.

Children should be given the opportunity to examine artefacts, exhibits, historical buildings of interest and, linked to topics i.e. cathedrals, art galleries and museums.

We will use the Access Art Scheme to enhance the teaching of art lessons, and will adapt and modify the artists and skills to meet the needs of our children, linking them to the curriculum delivered at St. Luke and St. Philip's.

We recognise 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.

Art at St. Luke and St. Philip's is an inclusive subject for all, regardless of ability or disability.

Children who show a natural gift or talent in Art (Able, Gifted and Talented) will be encouraged throughout school to develop their talent through wider opportunities.

THE ROLE OF THE ADULT

The role of the adult is important, and teachers should demonstrate how to use materials, e.g. rolling clay, spreading glue, mixing and applying paint. Children however, need independence in developing their skills. Adults should intervene to encourage or refocus the child's mind but should never take over so that the child no longer owns the work. Adults should avoid starting or finishing work by providing pre-drawn templates by cutting around children's work.

USE OF VISITORS OR VISITS TO PLACES

Within the teaching of Art visits to museums and art galleries play an integral role in developing children's enjoyment and understanding of Art. All teachers have access to a list of suggested visits, which will link in with their topics. Whilst engaged on trips or with visitors the children are expected and encouraged to behave in a responsible and caring manner. This applies to the people they will be meeting and the equipment they will be using.

MATERIALS AND RESOURCES

Resources are stored within the different key stages – the juniors, infants and Reception building. There are a wide variety of paints, collage materials, different drawing materials, clay and modelling equipment. Paints and brushes are located underneath the sinks; types of paper, card and display paper are kept in the store cupboard, with classes having their own individual packs of drawing utensils. All classrooms have access to sinks, tables and equipment to use within art lessons. In addition a wide range of art books and photos are kept in a centrally located cupboard to enhance the teaching of the subject. Within the library there are also books linked to arts, crafts and the work of artists.

Pupils are expected to show respect for Art materials and resources. Pupils are expected to clean and tidy away materials and equipment, and this should be monitored by staff.

RECORD KEEPING, ASSESSMENT AND REPORTING

We assess the children's work in art and design whilst observing them working during lessons. Teachers record progress made by children against the learning objectives for their lessons. Art is teacher assessed each term according to *working towards or working at*, as well as at the end of the year against the **National Curriculum** and **Early Learning Goals** for EYFS. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

Through special art days and assessment activities, teachers can assess the progression of children's skills. Children will draw or paint the same object to monitor progression of skills throughout school.

Marking

Children will be expected to correct spellings of high frequency words and vocabulary highlighted by the teacher using post-it notes. Sketchbooks are not marked.

PRESENTATION AND DISPLAY

Emphasis will be made to encourage pupils to take pride in their standards, quality and presentation of their work. Please also see **Appendix (iii) The Role of the Sketchbook**. Pupil's Art will be displayed throughout the school at suitable junctures on a regular basis. If any child's work is on display, a page in their sketchbook will be left for it to be presented, once the display has been taken down.

EXPECTATIONS

At all times, staff will expect that pupils produce work which fully reflects their best abilities.

SAFETY AND ONLINE SAFETY

At all times staff will consider the safety of pupils and this will be reflected in classroom organisation, and adherence to school procedures and practices.

When using the computers and Chrome books, children are made aware of online safety issues when they are using the Internet. All children in school will have signed a code of conduct in relation to Online Safety. Lessons are taught at the beginning of each term to remind children of the issues surrounding Online Safety.

Please also see the **Health and Safety policy** and **Online Safety Policy**.

EYFS

The Early Years Foundation Stage profile sets out the early Art and Design skills and knowledge as part of the Expressive Art and Design specific areas, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

THE ROLE OF THE SUBJECT LEADER

Monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the Art Subject Leader this includes;

- Leading staff meetings, supporting colleagues in the teaching of art, being informed about current developments in the subject.
- Providing a strategic lead and direction for the subject in the school.
- Give the Head teacher a termly evaluation report in which is evaluated by looking at the strengths and weaknesses in the subject and indicates areas for further improvement, linked to book scrutiny, pupil questionnaires and observations.
- To keep evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.
- Liaise with the class teachers to arrange specialist visitors to enhance the teaching of Art.

RESPONSIBILITIES

- All relevant staff will ensure that the Art and Design curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take

part in all subjects. Class trips and visits linking to Art and Design are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in Art and Design regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and Art and Design materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

APPENDIX

- **National Curriculum core objectives (i)**
- **The role of the sketchbook (ii)**

OTHER RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- Curriculum
- Computing
- Oracy
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation
- Assessment
- Health and safety
- RE

Policy reviewed: June 2026

Policy reviewed by : J. Jackson

Next review date: June 2028

APPENDIX i - National Curriculum Core Objectives

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 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.

Key stage 2 Pupils should be taught:

- 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.

- **Appendix (ii) The role of the sketchbook**

“It's (Sketchbook) not just a book - it is a space where children can freely express, create, develop and learn, often with limited guidance from the teacher. The sketchbook should be at the centre of their creativity.” - tts

A good example of sketchbooks across all year groups for inspiration:

<https://www.tts-group.co.uk/blog/2017/08/08/use-sketchbooks-gomersal-primary-school.html>

<http://gomersalprimaryschoolart.blogspot.com/2015/11/example-sketchbook-pages.html>

Key areas to consider when using sketchbooks.

- Gathering inspiration
- Exploring art media
- Developing understanding
- Recording responses
- Reviewing artwork
- Making modifications
- Evaluating

Children need to document the process that they go through in order to get to their final piece.

Simple speech bubbles like these are a good way for children to comment on their work and adds pupil voice to their sketchbooks, without ‘spoiling’ their artwork.

Allow children to explore using their sketchbooks. There is no set format, but it is a way for them to express their thoughts, which may need to be encouraged at the beginning and a way for children to



respond to artists' work.

Researching artists

When teaching about artists, allow the children to independently research and create a page in their sketchbook (or double page spread) reflecting what they have learnt, and attempting sketches in the style of the chosen artist.

This example shows that children have selected pieces of information about the artist (Andy Goldsworthy) and have selected colours reflecting the artist's pallet too.

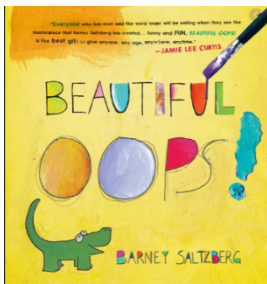
Showing the process of skills developing, before creating a final piece.

This links really well with the process of designing in DT. Allow children multiple attempts and experimenting with different media to try before deciding on what they are going to use for their final piece. Allow the children to write comments as they go along, as it will remind them of their likes and dislikes when they come to create their final piece.

Ensure that basic skills are reinforced in every unit, such as colour choices, and experimentation of mark making.

Allow the children an opportunity to evaluate their final pieces. Even as adults when we make something, or cook a meal we always reflect on what we would have done to make it better next time. It is the same for the children during the process of creating art.

If finished pieces are not in the sketchbook, due to having a 3d element, include a photo of their finished work and allow the children to annotate around.



It is important to remind children that there is no wrong way or right way in art as well, and to encourage children to experiment with different media and doing things in different ways.

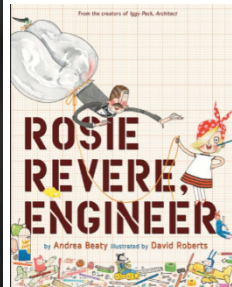
A good book to tackle this mindset is to use '**Beautiful oops!**'



'**The Dot**' is also a good book to promote creativity and to tackle negative mindset between children and art.



'The Colour Monster' is a good resource to begin to teach children about the power of colour in lower key stages - or possibly upper key stages.



'Rosie Revere, Engineer' is a good book to give examples of the design process and to discuss how things aren't always perfect the first time.