



Art Policy

Adopted: Spring 2023
Review: Spring 2026

Intent

At Meadgate Primary School, art contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually, creatively and socially. It creates a sense of enjoyment and purpose. It enables children to express themselves and to communicate what they see, feel and think through the use of colour, texture, form, pattern, different materials and processes.

Art offers children the opportunity to learn about the visual world and how artists from Britain and the wider world have interpreted it, throughout history and within different cultures.

"With a subject matter as broad as life itself, the arts easily relate to aspects of almost everything else that is taught." Charles Fowler

1 Aims and Objectives

The national curriculum for art and design aims 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.

2 Teaching and Learning

The art curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum.

Our teaching enables children to have opportunities to:

- Communicate their feelings and ideas in visual form based on what they observe, remember and imagine
- Experiment with and apply their knowledge of the elements of art choosing appropriate media
- Modify their work in the light of its development and their original intentions
- Identify different types of art, craft and design and their purposes
- Begin to identify the characteristics of art in a variety of genres from different periods, cultures and traditions, showing some knowledge of the related historical background
- Make imaginative use in their own work of a developing knowledge of the work of other artists, including
- Relate artwork to other areas of the curriculum for example, Greek history
- Design and present work for display

Implementation

Teaching Styles

There is a mixture of practical work and theory within art:

- Children have the chance to work individually and collaboratively on a range of art projects.
- Children have the opportunity to look closely at artefacts, objects and artwork and talk about them with others
- Children look closely at the natural and man-made world and record what they see
- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work

- Children are provided with a variety of materials, tools, and resources for practical work
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern.
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and revise their work, questioning, comparing, experimenting and explaining ideas.

Subject Content

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant National Curriculum programme of study.

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.

Pupils should be taught:

- To create a sketch book 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 Meadgate Primary School there is a programme of study for Art in place from Year 1 to Year 6 that allows for cross-curricular planning across the school. Skills in the foundation stage are mainly planned and taught through the objectives within the EYFS.

Assessment

Monitoring

Informal ongoing assessments are made by the class teacher to include discussions of work with the child and supportive notes and ideas in the sketchbooks. Formative assessments guide the progress of individual pupils so teachers can identify the next steps in their learning.

Where work is 3D e.g. sculpture, photographs can be taken and placed in the sketchbook as a record of the work done. 3D work should be planned in sketchbooks.

Each term teachers engage in two-way discussion with the art co-ordinator regarding the success of the project completed.

Any advice concerning the approach to teaching any of the aspects of art education mentioned within this policy are communicated to the art co-ordinator at the planning stage.

Differentiation

Differentiation is by outcome, visual aids, choice of materials, task and support.

Progression

Progression is ensured through the school's long term plan and monitoring of sketchbooks by class teachers and the co-ordinator. Termly discussion with the art co-ordinator will help ensure that suitable challenge, or support, is in place for pupils if required. Termly plans are available to the art co-ordinator and linked to year plans.

Reporting

Children's progress in art is reported to parents through the pupil annual report and the parent teacher consultation meetings.

Resources

Resources are generally kept in the art cupboard in year 3. Classes have their own small supplies of paper and sketching pencils. Staff should ensure that all the resources required are available prior to the start of a project and alert the co-ordinator should any resources run low. These can then be replenished ready for use.

Most classrooms have their own sink.

Display

Work is regularly displayed around the school for the enjoyment of all, both in classrooms and corridors. . This allows pupils to share work with family and friends at home through a safe, secure environment. It also gives children the opportunity to share ideas with other pupils in school/

Equality, Diversity and Inclusion

At Meadgate Primary School, care is taken to give each child the opportunity to learn about both the UK and global community, regardless of race, religion, language or gender. We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of their range of life experiences when planning for their learning. The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, and Diversity Inclusion Policy.

Special Needs Provision / Gifted and Talented

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as gifted and talented.

Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning.

- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT
- To monitor planning and oversee the teaching of art
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the art curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the art curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the art curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Parents (Including Homework)

At Meadgate Primary School we actively encourage the involvement of families and the wider community to help support the teaching of art. Parents and carers are involved with supporting their children through topic based homework.

Impact

Desired outcomes for children will include:

- providing them with different mediums through which to communicate
- increased knowledge of and appreciation for different artistic techniques and materials
- the ability to critically evaluate their own and others work
- understanding of the subjective interpretation of the ever-changing world around them by different individuals, as expressed by artists over time
- development of the ability to modify their work in light of its development through the artistic process, against their original intentions
- the creation of artwork for display, and an understanding of the importance of artistic display throughout history
- supporting the complete development of the child

Expiration of policy:

This policy will be reviewed and amended as required on a three yearly basis.