

ART POLICY

This policy was approved by Governors on 3rd July 2025 and will be reviewed annually.

1 Introduction

Art and design is a foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of art at our school.

2. The Nature of Art

Art is the expression of ideas, thoughts and feelings through sensory experience in a variety of two and three-dimensional media [e.g. clay, card, 'mod-roc', etc.]

Art is additionally concerned with the development of visual perception and literacy. Through this an appreciation and understanding of art from a variety of cultures, styles and periods of time can be encouraged.

Art can inspire and promote spiritual discovery. It can make children aware of a reality beyond nature and a knowledge of God. When the opportunity arises, teachers will focus children's attention on exploring this.

Our main aim is through inspirational teaching and aspirational targets, we will promote children's life-long enjoyment of art and develop skills and understanding in various forms of art, craft and design cultivated inspired artists.

3. Entitlement

All children are taught key skills and knowledge of art, craft and design as outlined in the programmes of study for art in the national curriculum.

The general requirements are that children should explore a range of starting points for their work. They should work both individually as well as collaboratively. Children should have opportunities to investigate forms of art, observe at first hand, from memory and their imaginations.

Children are given opportunities to develop their practical skills and knowledge through:

- Recording responses from the natural and man-made environment.
- Gathering resources for ideas.
- Exploring 2-D and 3-D media in a variety of scales.
- Reviewing and modifying their work as it progresses.
- Using a variety of tools and techniques to make responses by.
- Developing a knowledge and growing understanding of the work of local artists as well as those from different localities, cultures and times.
- Responding to and evaluating their own and others' work.

There is a balance of 2-D and 3-D art activities according to the topic covered and the appropriateness of the media used.

At our school, the children's own perceptions and expression through their artwork is encouraged, valued and celebrated.

This school believes that all children should be included in the curriculum for art. This entails, where necessary, that children with special educational needs may need additional equipment or support to enable them to take as full a part as they can in art activities. This is different for each child (according to needs noted in ANPs).

4. Implementation

The curriculum at our school is driven by **three key concepts**; Generating Ideas, Making (Mastering Techniques) and a Knowledge/Understanding of Art.

- 1) Generating Ideas:
 - Developing ideas from a range of stimuli
 - Selecting materials and techniques from a growing repertoire
 - Using sketchbook
- 2) Making (Mastering Techniques)
 - Drawing
 - Making use of line and tone
 - Painting
 - Making creative use of colour
 - Printing
 - Collage
 - Making creative use of pattern
 - 3D Modelling
 - Clay work
 - Use of photographic images (ICT)
- 3) Knowledge and Understanding
 - Appreciation of art
 - Evaluation of art

The Long-term Curriculum Coverage and Progression documents outline how we specifically space learning, develop skills and knowledge in art from Foundation to Year Six and avoid repetition of content.

Pre-5 children meet early learning goals by having access to the KS1 art curriculum. There is more emphasis upon tactile use of materials.

Across Key Stage 1 and Key Stage 2 a yearly programme is planned with each year group covering skills and understanding across all areas listed above which are then applied in a cross-curricular approach where possible.

When appropriate and when opportunity arises teachers will also use resources from outside school to enrich experiences:

- Visits by Artists, designers and crafts people in our community or use of their works for inspiration.
- Art/Craft Clubs led by outside agents.
- Preparing for and visiting galleries (e.g., Usher in Lincoln or those in other cities).

Artwork is celebrated and attractively displayed throughout the school and when appropriate alongside that of other artists.

5. Health and Safety

All children are taught the safe, appropriate use and care of equipment and art materials. All pupils wear an 'art shirt' or apron in order to elicit respect for the lesson and materials used.

It is the responsibility of all staff to make sure that activities planned for are safe and appropriately supervised, especially field sketching that is developed in Key Stage 2.

All teachers are responsible for ensuring that support staff and classroom helpers are conversant with the school's policy for art and the safe use of any specialist equipment

6. Assessment

All teaching staff will make assessments of each child's progress in art throughout the period of time they teach that child and highlight whether they are working at, below or above the expectations for their year group. This is reported to parents at the end of each academic year.

A portfolio of best work for each areas of art is kept in photographic form and samples of work are given to the art co-ordinator to update the school folder of art work. This is used to monitor and exemplify standards across the school.

During Reception notes are kept on Tapestry, where appropriate, upon children's skills, knowledge and understanding in art. This is used to inform future planning

Children's work at Reception is kept in an art folder. Children are introduced to using a sketchbook and this is to be kept with their art folder. (Sketchbooks are to be used as 'working tools' progressing work, ideas and notes to final pieces of work)

From the beginning of Key Stage 1 onwards each child begins to use a Sketchbook. By KS2, children develop a more advanced sketchbook as an integral part of their art activities. This is used to record children's progress in art during both Key Stages. (Sketchbooks are to be used as 'working tools' progressing work, ideas and notes to final pieces of work)

The sketchbook is not a formal document. It takes the form of a scrapbook in which each child practices skills and collects visual materials, ideas, makes notes and written responses. It can be used by the children as an ideas bank for future art activities and projects. It is to be used to record their studies of works of art by artists or art movements.

7. Background information

This policy document was informed by reference to the Statutory Orders for art and guidance from the Lincolnshire Curriculum Service.

Policy Approved: Full Governors' meeting 3rd July 2025

Signed:

Chair of Governors: Mrs H Jerstice

Head teacher Mr C Elliott