

St Andrew's CE junior School Primary Art Policy

(Updated January 2025)

Our Vision

‘Through experiences rooted in Christian Values and through mutual respect, we guide children to develop compassion, responsibility and resilience in a caring environment’

1) Introduction

'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation.

The art policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the teaching staff.

2) Rationale and Purpose

At St Andrew's School art, craft and design has a valuable visual role to play in the overall ethos of this school.

It is intended that the children are provided with a range of teaching approaches – exploring their own ideas, using differing stimuli, investigating a variety of medium, evaluating their end products and receiving instruction about a variety of methods (including input from invited crafts people).

During upper KS2 and Lower KS2 the children will experience art activities from six areas- drawing, painting, printmaking, collage, textiles and 3D work.

Wherever appropriate it is linked to the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

3) Aims

The school should ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.

- Develop the ability to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers using appropriate language.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or ability.

4) Objectives

In their own work children should be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in their work.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine or see in sketchbooks.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their own work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.

5) Teaching and Learning Strategies

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task; to impart knowledge; to lead activities; to monitor and develop the children's progress; to encourage development and to ensure that each child reaches an appropriate standard.

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Children might be given the opportunity to examine exhibits and artefacts.
- Identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum.
- When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focussing upon art skills.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.

- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

6) Matching Tasks to Pupils' Abilities

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported or extended by relevant questions from the teacher or teaching assistant.

7) Use of Sketchbooks

Sketchbooks are used throughout the school to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that could be:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record basic skills development
- Photographs and other illustrative material to support on going work
- Colour schemes and trials
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

8) Health and Safety

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the art co-ordinator or Head teacher.

9) Cross Curricular Learning

Lessons are planned creatively to harness learning opportunities from across each term's topic. Each year, children study work by artists from 3 different time periods (Post Impressionism / Renaissance/ Modern or Pop) to ensure a broad understanding of art from 1880s to modern day and to build upon prior knowledge as the children progress through school. Other time periods of art are also studied as they either arise from the children's interests or from links to the topic being studied at the time. The use of appropriate teaching and learning strategies should enable pupils' learning and encourage creative thinking and imaginative ways of working.

In addition to the normal weekly lessons, the whole school (and parents) take part in two creative Enterprise Days in the run up to Christmas and Easter.

10) Equal Opportunities

Throughout the Art curriculum it is intended to actively promote Equal Opportunities at all levels:

- Pupils should be given positive gender models. They will study and discuss both male and female artists, designers and craftspeople.
- Art has an important part to play in preparing pupils for life in a multicultural society. Contributions from different cultures will be used in the delivery of art.
- Pupils at St Andrew's School have a wide range of academic ability within each class and across the Key Stage. Activities will be structured in ways to ensure participation by all pupils.

11) Inclusion

St. Andrew's sees art as a medium in which some children who struggle to communicate adequately can express themselves more easily. It can provide opportunities for the less able to gain success which they cannot obtain in other areas of the curriculum.

Teachers take account of children who require special facilities for art lessons e.g. children with physical disabilities.

Children who work at a higher level than expected are given the opportunity to take part in external competitions or enrichment activities as and when they arise.

12) Monitoring and Evaluation

Assessment pieces of work are recorded in each child's large Art Assessment Book. This book is carried forward to each new class as a continuing record of achievement.

The Art co-ordinator and Art Governor monitor Art through:

- Priorities set out in the School Improvement Plan;
- Informal and formal discussions;
- Direct involvement of working with the children.

This policy will be reviewed in Jan 2028