



## Art Policy 2022

### Introduction

We are strong believers in the impact of Art and Design at Kirk Smeaton CofE Primary School as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially. High quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

### Aims

- To enable children to record from first-hand experience and from imagination, and to
- select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely
- and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise
- in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art,
- craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

### Curriculum

#### EYFS

Before embarking on key stage 1 work, many children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in. Staff provide a rich environment in which we encourage and value creativity. We relate

the creative development of the children to the objectives set out in the Early Learning Goals,

which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing & making, dance, role-play and imaginative play. The range of experience are imaginative and enjoyable.

## **Key Stage 1**

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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 are 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 are taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. about great artists, architects and designers in history.

## **Teaching and learning**

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT. We recognise the fact 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.

## **Implementation**

The implementation of the Art and Design Curriculum at Kirk Smeaton Primary School is based on the National Curriculum and

The children are taught Art as part of their termly topic work. Areas covered include printmaking based on topics work such as fossils, nature, our local area and the seaside; sculpture; mosaics and textiles using a range of mixed media such as batik and weaving. The children's learning is further enhanced with visits from an artist in residence, where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists. Children also have the opportunity to display their artwork on the village post box, as well as displaying their artwork in a whole school gallery which parents are invited to.

## **Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be

encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice. The school abides by statutory health and safety guidelines.

### **Inclusion and Equal Opportunities**

All teaching and non-teaching staff at Kirk Smeaton Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities

Accessibility and Teaching Art to pupils with Special Educational Needs

We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all.

Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

### **Monitoring and Tracking:**

- Teachers highlight taught coverage on a curriculum document.
- The termly planning is checked to ensure that music objectives are taught and are linked to the current topic.
- Age related expectations for each child in each subject are reported termly on a matrix.

This policy will be reviewed every **two years** by the subject leader. Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the teaching of Art are required to familiarise themselves with this policy.

The scheduled review date for this policy is **July 2024**.