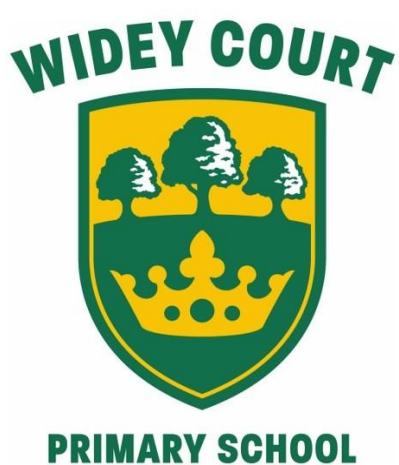


WIDEY COURT PRIMARY SCHOOL

Art Policy



<i>Policy reviewed on:</i>	<i>September 2026</i>
<i>Date of next Review:</i>	<i>September 2027</i>
<i>Who reviewed this policy:</i>	<i>Mrs Melanie Monk</i>

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1) Value Statement and Introduction

At Widey Court we value art because,

“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”.

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

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Art does not need to be taught in isolation, although it should retain its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

3) Aims

Our aim at Widey Court is to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists.

This will be achieved by ensuring that all children:

- Enjoy and have equal access to an active involvement in art, craft and design.
- Have the opportunity to work with a variety of media.
- Are taught the techniques necessary to achieve the best results.
- Have the opportunity to look at and learn about a range of art from different times and cultures and apply this knowledge to their own work.
- Have the opportunity to respond to, and evaluate, the work of established artists and their own work.
- Are encouraged to express their ideas and feelings in a visual form.
- Are taught the visual and tactile elements of Art and Design e.g. line, shape, form, tone, pattern, texture and colour.
- Develop their ability to use a sketchbook as an experimental book for their ideas and observations.
- Are introduced to the vocabulary necessary to enable them to communicate their ideas effectively and to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers.

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.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world about them.
- 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 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 against declared criteria.
- 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) Art in EYFS

In Early Years Foundation Stage, the study of art will be included within the Creative Development, with some aspects being covered in the Knowledge and Understanding of the World area of learning. The artwork will be used in the children's Learning Journeys as evidence of the skills the children have acquired.

6) 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.

Teachers should,

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Provide the opportunities for children to examine exhibits and artefacts.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work.

- Develop clear links between art and design technology, whilst understanding the key differences between the two subjects. Art will also provide opportunities to develop the children's computing skills.
- Always ensure that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning. Special needs children need to be catered for in the planning of the programme. In this subject these children have their confidence and self-esteem raised.
- Children should be given the opportunity to work individually, in pairs, small groups and as whole class when required.

7) Role of the Co-ordinator

- Produce the Art Policy and ensure that it is implemented consistently throughout the school.
- Assist with producing the Creative Arts development plan with realistic and developmental targets.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Attending relevant courses and feedback to staff new information and ideas.
- Arranging in-service training and providing advice and assistance to all staff.
- Monitor Teaching and Learning.

8) Role of the class teacher

Class teacher is responsible for teaching and developing the art skills into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it.

9) 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. Adaptive teaching is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through adapted tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

10) Cross curricular learning

Often, work in Art and Design will have cross-curricular connections. Where this is the case, these links should be shown in teachers planning for the curriculum areas involved. The nature of art teaching should not be 'watered down' as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working. 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 are therefore focussing upon art skills.

11) Monitoring and evaluation

The Art Co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of art teaching and learning. The Creative Arts development plan is reviewed with the team and recommendations for development are recorded as part of the on-going school self evaluation programme.

12) Assessment and record keeping

Class teachers will plan appropriate work for their children in consultation with the school's medium term plan for art. Class teachers will make short term assessments of the children's work in art and design whilst observing them working during lessons and keep appropriate records. Teachers record the progress made by children against the learning objectives for their lessons. Teachers 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.

The art and design subject leader keeps 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.

13) Use of Sketchbooks

Sketchbooks are used in Year 1 through to Year 6 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. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include experiments with using various marking media drawings in a range of media that are:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of the basic skills development
- Photograph and other illustrative material to support on going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- Computing, 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.

14) Celebrations of success and display

It is important that children's success in Art is acknowledged and celebrated appropriately. This will be done through display in classrooms and around school.

15) 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, batik work and mixing of media. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. 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.

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. They should be taught to handle, use and store tools appropriately.

Changes to this policy will be made following the introduction of the new curriculum.