



Glen Hills Primary School

Art Policy

This policy is intended for all teaching and non-teaching staff, governors, parents and other interested parties.

DEFINITION OF ART

- 'Art' should be interpreted to mean 'art, craft and design' throughout and 'artists' should be interpreted to mean 'artists, craftworkers and designers'.
- Art is a foundation subject within the National Curriculum.
- It is a visual and tactile subject that children can relate to across the whole curriculum.

AIMS AND INTENTIONS

Our aims in teaching Art are to provide children with the opportunity to:

- explore and develop their creativity, imagination and self-expression.
- develop their technical art skills and techniques in a wide range of media and materials through a balance of exploration, experimentation and direct high quality teaching.
- develop their critical thinking and communication skills by evaluating and discussing their own work and that of others.
- develop their knowledge and understanding about a broad range of artists, designers, and craftspeople and of the formal elements of art.
- engage fully with the curriculum, whatever their ability, confidence level or special educational needs.
- enjoy the artistic process and feel pride in their creative outcomes.
- develop and exercise many of their R2R character muscles, including bravery, cooperation, respect and focus.
- demonstrate the British values of tolerance and respect when evaluating the work of others.
- enhance their cultural capital by learning about famous artists and artworks.

WHAT IS TAUGHT

The teaching of Art is divided into four main areas. At Glen Hills, we have a comprehensive progression map and assessment framework which covers these areas in detail. These cover the relevant subject content set out in the National Curriculum for KS1 and KS2 and the art and design elements of the EYFS profile.

GENERATING IDEAS

Children are taught to:

- Research and develop ideas
- Use a sketchbook to record, plan and experiment

MAKING

Children are taught to:

- Explore and develop skills and techniques
- Apply and use technical skills to produce artwork

EVALUATING

Children are encouraged to:

- Make judgements about their own and others' work

KNOWLEDGE AND UNDERSTANDING

Children are taught:

- Knowledge of other artists, designers and craftspeople and their cultural contexts
- Knowledge of media, processes, tools, techniques and the formal elements of art (see Appendix A)

PROCESS OF TEACHING

The process by which Art is taught varies from teacher to teacher but includes the following:

- Teaching styles are varied in order to suit children's individual abilities and personalities. These are developed as individual work as well as collaborative work in groups or on a whole class basis.
- Observation/recording skills are continuously developed and expanded.
- Art work includes investigation of visual and tactile qualities such as line, colour, tone, texture, space, pattern, contrasts and composition. (The teaching of specialist vocabulary is incorporated as much as possible while the work progresses and in direct discussion with the children).

(See [Appendix A](#) - Elements of Art - a basic vocabulary)

- There is a balance between teacher-led formal lessons (demonstrations & structured skill-learning work) and more open-ended investigational and creative sessions.

- Practical skills in Art are taught in a clear progression as set out in the Art & Design progression map.
- Regularly, and when appropriate, children are given the chance to choose for themselves the dimension, media, materials and content of their work (having been given previous experience to enable them to make these decisions).
- When Art is being used to illustrate topic work care is taken to use a variety of skills and media.
- Where possible Art takes place in different environments, using school grounds or field trips in order to widen their experience.
- Children evaluate their own work and that of others, at the same time recognising possible modifications whether suggested by the teacher or by their own judgements.
- Regular opportunities are given to all children to develop their ICT skills using relevant graphics software and to access works of art from software and from the internet. Increasingly, there are opportunities for exploration of mixed digital media.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

- All pupils work within the full range of activities set up by the class teacher and as contained in the programmes of study.
- Boys and girls are encouraged to participate as equals in every possible way. They all participate in group work and this would be any possible combination of boys and girls.
- All pupils whatever their ability, religion or cultural background are given the opportunity to explore all areas of the curriculum.
- If, however, an activity is unsuitable or inappropriate, then an alternative one is provided so that the child is not held back or restricted in any way. Specialist equipment or extra classroom assistance is provided if a child's special need demands.
- Children working at greater depth are provided with extra challenges to help them achieve their potential (as set out in planning documents).

PLANNING

Planning is used to:

- set clear achievable goals
- ensure that work is matched to children's abilities, experience and interests
- ensure progression and continuity
- provide criteria for assessment and evaluation of teaching and learning

Planning in KS1 and KS2 is based on the Key Learning Objectives for each year group in the Art & Design progression map. This was developed from the Art and Design Programmes of Study for the relevant Key Stage as set out in the National Curriculum (2013) and the NSEAD: A Framework for Progression, Planning for Learning, Assessment, Recording and Reporting. For the Foundation Stage, planning is with reference to the Expressive Arts and Design Area of Learning in the Foundation Stage Profile (2021) and the Development Matters curriculum guidance for the Early Years Foundation Stage (2021).

CROSS CURRICULAR LINKS

- Although Art techniques and skills are best taught in specific lessons, Art has a valuable contribution to make across the whole curriculum.
- Art projects are where appropriate, often planned in relation to other topics being taught in, for example history, geography or English, to add context and prior knowledge and understanding to the project.

MULTI CULTURAL EDUCATION

- Art can offer an excellent starting point for multicultural studies - particularly since Art has always been a vital medium through which the customs, values and beliefs of people throughout the world were expressed.
- Art can enable children to understand and respect the creative products of other peoples and cultures as well as valuing their own.
- Art often plays an important part in religious festivals and celebrations. In schools, art and drama can be a means of illustrating, or bringing to life, religious myth and ritual. (e.g. the colourful stories from Hindu mythology or the Christian drama of the birth of Jesus).
- It is important to remember certain colours, images or icons can be offensive to people of certain faiths (e.g. no representations of God or Mohammed are permitted in the Islamic faith).

ASSESSMENT AND REPORTING

- In Key Stages 1 and 2, individual pupils are assessed in Art with reference to the WTS and EXS statements relevant to their year group that are set out in the Non-Core Age Related Attainment Expectations
- In the Foundation Stage, individual pupils are assessed in art and design against the Early Years Foundation Stage Development Matters Statements and the Early Learning Goals as a part of the Expressive Arts and Design Area of Learning.
- Assessment opportunities are included in planning to ensure that children are acquiring the knowledge and understanding for any given attainment expectation and programme of study.
- A selection of artwork is kept each year for work scrutiny in the Summer term.
- Reports on the children's progress are made available to parents in the end of year reports.

HEALTH AND SAFETY

Equipment and all resources are checked for dangers such as sharp edges and toxic ingredients. Individual allergies are known to each class teacher and photos of the children and details of their allergies are placed in a prominent position in relevant classrooms.

Damaged equipment is checked by the coordinator and replaced as necessary.

***PLEASE NOTE**

As long as those items which are specifically ascribed to each year group are covered within that year group, children can also use the skills/techniques/artists ascribed to other year groups.

Also, children often do something differently with another teacher. It cannot be detrimental

to repeat previous experience - as long as this previous experience is recognised and used as a base on which to build progression.

APPENDIX A

ELEMENTS OF ART – A BASIC VOCABULARY

- Line:** The basic element of drawing; the means of describing shape by outline; the means by which 3-D forms can be represented on a 2-D surface.
- Shape:** Usually 'shape' (in art) means something flat and 2-D. A distinct area with definite boundaries (geometric, non-geometric, simple, complex, etc...)
- Form:** 3-D equivalent of shape. Usually reserved for such things as pottery, sculpture etc..
- Texture:** It can mean the actual surface qualities of things or can be the collections of brush marks (or pencil, pen, etc.) by which artists produce illusions of texture in drawings, paintings, designs etc,
- Colour:** It has a very direct effect on the senses and emotions. Young children are strongly attracted to its appeal and should be encouraged to experiment with colour mixing.
- Different colours tend to evoke different moods. Colour relationships are important - a colour can be influenced by adjacent colours.
- Primary colour - a hue that cannot be mixed (red, blue, yellow).
- Secondary colour - result of mixing two primary colours (green, orange, purple)
- Complementary/Contrasting Colours - the most stridently opposed hues.
- Colours can be modified and changed by the addition of varying qualities of other colours. They can be lightened (use of white) or darkened (use of black). Some artists have excluded black from their palettes to keep their colours more brilliant.
- Tone:** Refers to degrees of lightness or darkness.
- It is important for children to begin to understand the difference between colour contrast (contrast of hue) and tonal contrast (contrast of light/dark) if muddle and disappointment are to be avoided.
- Space:** Space refers to the area between, surrounding or within shapes and forms.
- Pattern:** It can be used in a strict sense to mean the repetition of shapes according to some kind of definite rule or in a looser sense e.g. 'a pattern of trees or buildings' meaning a group of shapes with roughly similar characteristics.
- Contrast:** Contrasts are essential in art, whether of colours, shape, size, texture, tone or whatever.
- Composition:** Refers to consideration of arrangement and balance; symmetry and asymmetry, balance of shapes, tones, colours, solid and void and so on. Composition is concerned with the relationships and overall form of a work of art.

Policy	<i>Art Policy</i>
Reviewing Committee	<i>Full Governors</i>
Last Reviewed	
Ratified by Governing Body	