



St Paul's Church of England Primary School

Art Policy

Adopted by: Curriculum Committee

On: Tuesday 19th November 2024

Review: Autumn 2027

Statement of Intent:

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake, Children’s Laureate

Art enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers.

Our Topic curriculum has been designed to draw together the elements of History, Geography, DT and Art and to cover all of the skills, knowledge and understanding as set out in the Development Matters document and the National Curriculum. The National Curriculum states that ‘Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.’

Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners who have an understanding of how the world can be represented through art, and how they can express themselves in a creative way.

Aims:

Our aims in art are to:

- Foster an understanding and enjoyment of art, craft and design and provide opportunities for studying contemporary, modern and traditional art.
- Celebrate and explore the work of artists from around the world, analysing and discussing their work to develop their artistic vocabulary.
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- Experience a broad and balanced range of art activities and show progression within these experiences.
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.
- Develop their use of a range of tools, media and processes.

In addition to this, pupils in Key Stage Two will show development of ideas and their own skills through the use of a sketchbook.

Implementation:

At St Paul's, Art is taught through a topic approach alongside Design & Technology, History and Geography. Our curriculum is carefully planned over a two-year cycle in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage using the National Curriculum objectives. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Year 1/2	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	Around our school (Geog)	Portrait of a Queen (Art)	London (Geog)	The Great Fire of London (Hist)	Exploring Past and Present (Hist)	The solar system (DT)
Cycle Two	What is the weather like today? (Geog)	How we used to live (Hist)	Florence Nightingale (Hist)	Child of the world (Geog)	A day at the seaside (DT)	Leftover art (Art)

Year 3/4	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	Ancient Egypt (Hist)	The River Nile (Geog)	Thrones for a King (DT)	London and New York (Geog)	Changes to Britain (Hist)	Hats by Royal Appointment (Art)
Cycle Two	Ancient Greece (Hist)	Planning a Greek Holiday (Geog)	City and countryside (Geog)	Lunch (DT)	Romans in Britain (Hist)	London through Artists Eyes (Art)

Year 5/6	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	Dirty Old River (Art)	Victorian Brentford (Hist)	Crime and Punishment (Hist)	Mountains (Geog)	Rio Carnival (DT)	Mayan Empire (Hist)
Cycle Two	The Blitz (DT)	Germany (Geog)	Tudor Exploration of America (Hist)	Seascapes (Art)	British Settlement (Hist)	A tour of the British Isles (Geog)

During the topics with an art focus, and throughout their time in school, children will continuously develop their knowledge and skills from previous years. They will begin by getting used to a range of materials and establish how to use them carefully and safely. Children will use drawing, painting and sculpture to develop their own ideas and experiences, and begin experimenting with different design techniques using different colours, textures and patterns. As pupils move into Key Stage 2, they will be taught how to build upon what they

have already learnt by practising control and manipulation of different materials. This progression will be captured through the use of a sketch book, giving pupils the chance to critique, analyse and advance their ideas.

To support the pupils learning of artistic techniques, children will be introduced to different artists. Children should not copy art work but instead be given the opportunity to respond to it. For example, *Childs response to (Artist) using (medium)*.

Early Years:

Early Years pupils (Reception and Nursery) explore art and develop their artistic skills in line with the EYFS framework and the Development Matters Document. Children in the Early Years will begin to use different materials such as paint, pastel, chalk and clay. Through experimenting with materials, pupils will start developing both their fine and gross motor skills. These basic skills will be developed through creating their own representations of images, patterns or artefacts, and also by experimenting with different textures.

Teaching and Learning:

At St Paul's we use a variety of teaching and learning styles in art lessons. Our principal aim is to develop the children's knowledge, skills and understanding of art, artists and artistic techniques.

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Our planning includes opportunities for:

- Children to work individually, in pairs or in larger groups
- Preliminary investigation work using sketch books (KS2)
- First-hand experience
- Visiting artists to work with children to give them the experience of working with a professional
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- Evaluation of ideas and methods
- Children to see that their work is valued, celebrated and displayed around the school

We recognise 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. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Each unit of work is supported with a Learning Organiser. The function of the Learning Organiser is to set out the progression of art and design knowledge and skills across year groups for the pupils. Each Learning Organiser sets out what will be learnt and experienced in each unit and how it builds on prior learning, as well as how it will be developed further in future units. In addition, the Learning Organiser identifies core subject vocabulary to support children in extending their subject specific vocabulary.

Assessment:

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that

understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible.

Summative assessments of attainment are completed at the end of year using the School's Non-Core Curriculum Assessment Document (see appendix). Teacher's use their judgement as to whether pupils are achieving below, at or above age-expectation in Art. These judgments are reported in the child's end of year report and are shared with the child's receiving teacher and the Subject Lead for Art.

Resources:

Resources are stored in a central location on each of the school sites. The school has a selection of art materials including different types of paint, sketching pencils, brushes and materials for creating sculptures. People with an interest, or expertise, in a particular topic or area of art are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring:

The Subject Lead for Art, alongside the SLT, has responsible for monitoring the standard of the children's work and the quality of teaching in Art.

In order to achieve this, the Subject Lead has a monitoring schedule which identifies what monitoring will take place, the focus of the task and when it will take place. This is shared with the Curriculum Team, teaching staff and SLT throughout the year. Monitoring tasks may include:

- Book looks (sketch books KS2 and Topic books)
- Pupil conferencing
- Learning walks
- Drop in observations
- Lesson observations

The Subject Lead uses their knowledge of Art across the school to complete a Subject Position Paper, which identifies the current strengths and areas for development in their subject. This is shared with the SLT and School Governors regularly.

The Art link governor meets with the Subject Lead to share attainment and progress information, monitoring outcomes and planned actions and outcomes with in order to support effective subject development.