



# Art Policy

*“If you have faith as small as a mustard seed, nothing will be impossible to you.” (Matthew, 17:20)*

## GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years  
Reviewed by E Coates and A Clark 18/03/2025  
Reviewed by Governors: K Wood 17/03/2025  
Next review date: Spring 2028

The purpose of this document is to give an overview of Art at St Bartholomew's C of E Primary School. It covers the general principles and teaching methods involved. At St Bartholomew's we use the Access Art scheme for KS1 and KS2 to direct the art curriculum. The 'Access Art' scheme offers a curriculum that meets the requirements of the National Curriculum. Teaching and learning are implemented by the staff and monitored by the Art Co-ordinator (Emily Coates).

### **1. Intent**

At St Bartholomew's our curriculum offers pupil the opportunity to:

- produce unique and creative work that explores ideas and records experiences;
- become proficient in skills relating to art and apply them with confidence;
- select appropriate artistic skills, based upon the brief, with reasoning;
- evaluate and analyse creative works;
- know about great artists, craft-makers and designers and understand the historical and cultural development of their art forms;
- use a wide range of tools and materials.

### **2. Implementation - Planning and Content**

In Foundation Stage, our pupils communicate through their art making and demonstrate a natural curiosity to learn about different creative processes and techniques. This is evident through everyday learning and is apparent in all areas of learning throughout the classroom. Teachers know the importance of nurturing and encouraging their innate curiosity. Art helps pupil to think through their ideas and to develop visual, spatial and tactile awareness, and investigative and manipulative skills. Pupil are taught to use their imagination by dismantling, combining and discarding ideas and materials. They are introduced to appropriate vocabulary - to help them talk about what they have produced, what they like and how they can make improvements - explore colours and colour mixing, mark marking including shapes, patterns and lines as well as textures and media.

#### Key Stages (KS) 1 and 2

At St Bartholomew's, school planning in both key stages should reflect the knowledge, skills and understanding detailed in the Programmes of Study for Art in the revised National Curriculum (for Key Stages 1 and 2) as well as the skills-based projection of work. Our art curriculum is implemented through using the 'Access Art' split and Mixed Curricula planning. Access Art, providing teachers with critical concepts, notes, videos and ideas to embed Art skills.

Through the planned scheme of work, pupils will:

- be exposed to the works of a variety of artists;
- Focus on pathways based around drawing, 'surface & colour' and working in 3D.

Pupils create pieces using sketchbooks as a portfolio to record their observations and to review and revisit ideas.

During KS1, we believe art should focus primarily on developing pupil's creativity and imagination. Over the course of Year 1 and 2, pupils will:

- begin to understand the key elements of line, colour, pattern, texture and structure.
- learn how to handle materials and tools to produce the most satisfying outcomes and to make the most of resources.
- Be made aware of the role of artists and craft-makers and designers, describing differences and similarities between different practices and disciplines.

During KS2, Pupils will be 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.

- Pupils improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Pupils find out about great artists, architects and designers in history.

### **3. Impact**

We feel art offers the potential to:

- fuel children's creativity.
- enhance pupil's confidence, aiding them to express and develop their ideas in a safe space.

It enables pupils to:

- feel stimulated and fulfilled - to find expression and satisfaction through drawing, painting, sculpting and modelling.
- value and respect the work of others and offer encouragement and praise.
- value their own work and ideas and have the confidence to follow their own vision.
- listen to advice and learn from others.
- work co-operatively, sharing ideas, skills and materials.
- value, care for and respect, tools, materials and equipment.
- value the natural and man-made environment, including the distinctiveness of the locality, and learn to use it to explore art and design opportunities.
- appreciate the range and diversity of art and design in other cultures.

### **4. Visits and visitors**

Visits to art galleries, museums and other places of interest are planned to enhance the work undertaken in school. Work with the local community, including projects with the Parish Council, liaison with Art professionals - to inform, develop and share ideas - and links with feeder schools, informing subsequent professional development for teachers. Participation in local art competitions is encouraged, to enable pupils to share their work with a wider audience.

### **5. Preferred Learning Styles**

It is widely acknowledged that people have a preferred learning style. In Art, we aim to meet the needs of the individual, by offering a varied experience built upon skills as well as knowledge-based teaching, that then allows individuals to develop their own work that is personal to them.

### **6. Expectations**

At St Bartholmew's school it is expected that:

- All pupils will be offered effective learning opportunities.
- Work will challenge and nurture pupils of different abilities and aptitudes.
- Pupils will find Art absorbing and satisfying and as a support of their well-being.
- Pupils will be able to review and evaluate their own learning.

### **7. Equal Opportunities - Inclusion**

At St. Bartholomew's, we ensure that all pupils have the opportunity to extend their knowledge, understanding and skills, regardless of gender, race, physical or intellectual ability.

- Teaching and learning will be modified appropriately for pupils with physical disabilities; for example: specialist equipment will be purchased, where this is practical; teachers will ensure that work for pupils with disabilities is adapted where pupils are unable to manipulate tools or equipment or use certain types of materials.
- Teachers will use assessment techniques which reflect individual needs and abilities.

### **8. Pupil Self Evaluation**

Pupils should have the opportunity to evaluate their work - to see what has worked well and which skills they are achieving or 'working towards'. Pupils' work should be displayed with care and presented to achieve the most aesthetically pleasing results. Pupils may write captions for their work, take photographs, give creations a name, sign work and talk or write about their original aims and vision.

### **9. Evidence of progress**

Artwork is to be recorded in artist's sketch books. Evidence of the process, of larger pieces, or collaborative work, can be obtained through photographs of work in action and completed pieces. Access Art guidance suggests thinking about progress in terms of pupil growth and that assessment should be an on-going and caring process that examines what is being taught and the extent to which pupils are enjoying, understanding and developing creativity.

Therefore teachers may collect anecdotal evidence by talking to art professionals who have worked with pupils and through pupil interviews before, during and after an Access Art pathway.

### **10. Links with other areas of the Curriculum**

Speaking and listening, naturally pervades all subjects and equally, is fundamental in the teaching and discussion of art. It enables pupils to develop their understanding of works of art and the differing viewpoints and perspectives on the world, represented through drawings, paintings, carvings, sculpture, and textiles. It is usual to begin considering an aspect of art by first looking at and talking about a piece/ representation, examining an artefact or studying a particular view. It is also useful through-out the creative process for pupils to discuss their journey, to explain their thoughts and view point and to indicate any problems they came p against.

Art opportunities may also be planned cross-curricular, into subjects where there are links and potential opportunities.

The use of ICT can help pupil learning in art and design and provide evidence for assessment and monitoring by providing:

- additional equipment and tools to produce and manipulate images.
- opportunities for recording, exploring and developing ideas.
- presentation material for a range of information (e.g. slideshows), relating to artists, engineers, designers and specific works of art.

### **11. Health, safety and hygiene**

In order to maximise their learning experience, pupils are allowed full access to a wide range of materials in art lessons; however, health and safety concerns are inherent with these subjects, including storing materials and tools, and the use of equipment. Pre-lesson considerations include:

- ✓ completing a risk assessment of the task(s) by the subject planner/ class teacher before lessons.
- ✓ equipment will be tested before the start of every lesson by the classroom lead.
- ✓ all tools, such as glue guns, are checked by the supervising adult(s) before use.
- ✓ all pupils will be taught how to use equipment properly by the supervising adult(s), before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools.
- ✓ teachers and classroom support staff will oversee that all cupboards and table tops are clean and in working order.

### **12. The Role of the Art Co-ordinator**

- Monitor and review the policy and associated guidance.
- Support the delivery of 'Access Art' by offering advice where required and signposting CPD.
- Help provide resources.
- Provide guidance on techniques and using materials where required.
- Ensure art is represented regularly within the curriculum.
- Be aware of developments in Art by making links with art specialists, and by reading relevant material.
- Use outside agencies, where desirable, to promote a stimulating art curriculum.
- Monitor teaching and learning throughout the school by observing lessons, seeing samples of work and talking to pupils.
- Provide support for staff both individually and by helping organise INSET.
- Order and organise the necessary resources within the limits of the school budget.
- To be a good role model in the teaching of Art.
- Collate evidence of good practice from around school.

### **13. The Role of the Teacher**

The role of the teacher is one of delivering a planned, creative, structured and enjoyable art lesson with clear objectives outlined in the Access Art pathways. Planning should be in phase groups and is guided by the long-term plan.

#### **14. Monitoring and Evaluation**

The co-ordinators should have the time and opportunity to monitor and evaluate the teaching and learning of Art, as part of the strategic planning process; this process will follow the whole-school agreed procedures as detailed in the Monitoring and Evaluation Policy.