



# Art Policy

Signed: ----- Date: -----  
Chair of Governors

Signed: ----- Date: -----  
Headteacher

Adopted and Approved by the Governing Body: **October 2023**  
Review Date: **October 2027**

## **Rationale**

Singlewell Primary **cares** about children enhancing their natural creative ability. As a school, we believe in providing **equal** opportunities for all; we understand that a child's artistic ability should be valued as much as their academic ability. Through exposure to different artists, resources and techniques, Singlewell children become **ambitious** in producing work they feel personally proud of.

We provide a safe and welcoming environment for our children by displaying their Art work around our school and children therefore feel like their achievements are celebrated. Our children develop a **resilient** attitude through proficiency in drawing, painting, understanding colour, shade and sculpture, with the overall aim of developing an appreciation, understanding and awareness of inspirational art.

Children develop their understanding of the visual language of Art with effective teaching and carefully thought-out sequences of lessons and experiences. Understanding of the visual elements of Art and design (line, tone, texture, colour, pattern, shape, 3D form) is developed by providing an accessible and engaging curriculum which enables children to reach their full potential.

## **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **Objectives:**

At Singlewell Primary School, we aim to offer opportunities for children to:

- Develop enjoyment and understanding of arts, crafting and designing.
- Experience a range of different art activities with exposure to a range of different art skills.
- Have the opportunity to build on art skills in different year groups.
- Use a range of tools, media and processes to create their own art.
- Develop an understanding of the work of a diverse range of artists, crafts people and designers and create work influenced by these.
- Have the opportunity to study historical, cultural and religious art through cross curricular links.
- Develop their ability to observe, investigate, respond to and record the world around them through a variety of forms and media

## **The Teaching and Learning of Art**

All children will be taught the skills and knowledge of art as outlined in the programmes of study for art in the National Curriculum 2014. Teachers at Singlewell plan lessons to engage, challenge and inspire pupils. Staff encourage children to apply the art skills that they are taught in these lessons in their art work and encourage children to be reflective of their learning and constructive of others work.

## **Foundation Stage:**

Different aspects of art are encompassed within the Expressive Arts and Design in the EYFS Curriculum however elements are found across other areas of learning (Physical development, Literacy and Mathematics). The EYFS curriculum lends itself to an integrated approach to learning. In our EYFS classrooms, children have access to tools and materials at all times to express emotional and creative art. They will freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences

## **Key Stage 1**

### **Key stage 1 Pupils should be taught:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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**

### **Key stage 2 Pupils should 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, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

## **Cross Curricular Links:**

The Art curriculum at Singlewell engages pupils and develops a curious mind whilst exploring cultural and historical links such as: aboriginal pattern, European Artists, the Stone Age, Ancient Egyptian art work, Greek sculpture and North and Central American themed drawings. Children will also use new technology and computing skills to create digital art. In both key stages much the children's artwork will be cross curricular although there is allocated timetabled lessons given for the teaching of different art skills. Art is recognised as a subject in its own right.

## **Differentiation and SEND**

Art lessons are often differentiated by outcome, however if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

## **Equal Opportunities:**

Art benefits from fewer stereotypes and biases than many other subject areas. Our curriculum is accessible to all children and opportunities are provided to develop the creative potential of every child, regardless of gender, ethnic origin, social and cultural background, religion or disability.

## **Resources**

To be successful artists, children will need access to a range of resources to complete their artwork. Children will have the opportunity to use a range of tools and materials. Most art resources are kept within classroom areas and are readily available to teachers. The co-ordinator is responsible for ordering resources for specific projects and asks staff to order within a reasonable timeframe. More expensive items are stored centrally.

## **Monitoring and assessment**

Children's learning is monitored by their teacher's professional judgement of the child's ability. This judgement is based around the work produced in the lesson. Teachers will give children feedback on their learning once work is completed. Assessment will be a continuous process throughout both key stages. Children will have the opportunity to display work in classrooms and on displays across the school.

### **Role of the Coordinator:**

- Carries out pupil/staff and parent questionnaires
- Monitor teachers' planning
- Displays examples of good work from each year group around school
- Monitors the standard of children's work via work scrutiny
- Provides and evaluates termly actions
- Analyses termly data and provide feedback to teachers
- Share and highlight areas of development