



# **KINETON GREEN PRIMARY SCHOOL**

## **ART POLICY**

**September 2020**  
**Review September 2021**

## **Intent**

Pupils' learning and development is at the heart of our school's curriculum.

Our intent is to create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world. Underpinning this are our values of respect, safety, trust, confidence and engagement in learning through a broad and balanced curriculum.

## **Purpose of Study:**

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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Aims**

The School's objectives mirror those of the national curriculum for art, which 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.

These aims and objectives will be achieved by:

- Identifying and exploiting all suitable opportunities for all the children, regardless of ability, to develop individually and collectively in the study of art.
- Providing classroom environments, information technology, tools and other resources and materials, which are conducive to, and actively promote, development in art.
- Providing the opportunity to work in a range of media, on a variety of scales and on independent and collaborative projects.
- Providing an enjoyable, secure and exciting learning experience that will stimulate children in their development of art.

## **Subject content:**

In 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.

In 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.

Pupils should be taught:

- 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. \*

## **Implementation**

At Kineton Green Primary we have designed our curriculum with pupils' learning at the centre which is centred around our values of the '5 Bees.' The curriculum will be implemented through good quality first teaching, enriched experiences and purposeful learning through explicit links to our school values – The 5 Bees. Year group curriculums have been designed to be progressive, enabling pupils to build on and solidify their skills, knowledge and vocabulary by engaging and responding to key questions linked to specifically chosen themes.

In order to deliver lessons that are cohesive and enhance teacher's knowledge and confidence, we have purchased two schemes titled: Drawing is a class act and Painting is a class act, published by Meg Fabian. Both schemes follow a skills-based approach and correspond to the National Curriculum, knowledge and skills. Both schemes are hardcopies and are stored in the Art cupboard. There are six books, and are grouped by categorisation of year groups.

Alongside the scheme, there are Medium Plans [MTP] (see appendix) which include the National curriculum knowledge and skills, key vocabulary and a relevant Artist, enrich cultural capital links and to inspire and motivate pupils. Additionally, the MTPs will highlight key questions and the intended curriculum outcomes centered around our 5 bees. MTPs can be located on the Work 'W' drive, Curriculum, KGPS Medium Term plans, Art.

Children should be taught the knowledge, skills and understanding through:

- Exploring a range of starting points for practical work including themselves, their

experiences, images, stories, drama, music and the use of natural and man-made objects and environments.

- Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales.
- Using a range of materials and processes, including ICT.
- Investing art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural contexts.

In Foundation stage children have time to explore and experiment with ideas, materials and activities. Children feel secure to try new experiences and ways of doing things and learn through all of their senses.

### **Teaching style adopted for art:**

Teachers should adopt teaching styles that reflect the diverse nature of learning in art. Teaching methodologies should reflect that art, craft and design are concerned with the freedom of the pupil, the freedom of expression and the freedom to fail without recrimination. Pupils should be given opportunities which allow them to practice in a learning environment that provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

### **Management of the subject**

There is one hour per week allocated to the teaching of Art, teachers should record this in their termly timetables. Timetables can be located on the Work 'W' drive, under timetables.

Opportunities for INSET provision for staff will be encouraged by the use of either external courses to meet specific needs or by the provision of internal courses by the curriculum coordinator.

### **Cultural Capital**

With the new curriculum being introduced, this policy will be updated as necessary, particularly with regard to great artists, architects and designers. At time of writing, some areas of the curriculum are still in draft form, with some significant changes being proposed which would impact on subject content being taught. In the MTPs, under Cultural Capital, We have referenced a potential Artist to study. Where possible, We have tried to link the Artist to the year group's ability, theme and other subjects, for cross-curricular, and thematic approach.

### **Recording**

Each child from KS1 onwards has an art sketchbook in which to record their processes and in some cases final products. Obviously not all art work can be recorded in a sketchbook and sometimes a photograph, a painting on separate paper or no final product may be recorded / produced. The emphasis should be on process rather than the final product. The subject leader collates samples of children's work each year.

### **Health and Safety:**

The Health and Safety of pupils is of paramount importance, particularly with regard to working with tools, equipment and materials, in practical activities and in different environments, especially those that are unfamiliar. In compliance to the requirements of the National curriculum, children should be taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.

- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps, they take to control risks.

All schemes of work provide Health and Safety guidance.

### **Organisation of art materials:**

Art materials are held mainly in the Art and DT cupboard. Use of any of the equipment and materials is freely available to all teachers. A frequent review of the resources is made by the co-ordinator and stock is replenished on a regular basis, within budget. The planning books for Art are also stored in the cupboard.

### **Equal opportunities:**

#### **Inclusion**

Kineton Green School values all pupils and celebrates diversity of experience, interest and achievement. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. In keeping with our ethos and 'Five Bees' we believe that all children should be equally valued in school and strive to develop in an environment where all children can flourish.

This does not mean that we treat all children the same way, but will respond to each in ways which take account of their varied life experiences and needs. In line with the Special Educational Needs and Disabilities Policy staff will, using assessment, take into account pupils' strengths and barriers to ensure that learning opportunities are purposeful for all via the use of 'additional to' and/or 'different from' provision.

Refer to Special Educational Needs and Disabilities Policy for further details.

All children contribute to the life of the school and no two children are alike. All children, including those with special educational needs have an equal entitlement to develop to their full potential in art. The school will provide a broad, balanced, relevant and active art curriculum that takes full account of children's varying ages, abilities, personalities and, where possible, their wishes.

The planning and teaching of art, craft and design will incorporate the following principles of inclusion:

- The setting of suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### **The role of differentiation in art activities:**

Differentiation is organised by expectation and outcome. Activities are delivered to enable all children to participate in ways appropriate to their abilities. A variety of differentiated tools and equipment can be used to support children where appropriate.

#### **Impact**

Our curriculum outcomes have been designed to feed back into our curriculum intent and help empower the children to take an active role in their own future and that of others.

## **Assessment**

Art assessment will be recorded against the National curriculum objectives, on an excel spreadsheet. The excel spreadsheet will be categorised into tabs per year group so each cohort's data for all seven year groups will be stored on one document, clearly outlining progression. The excel spreadsheet has a conditional format which, when data is inputted, will calculate the percentage of pupils who are working towards, expected and exceeding.

Assessment spreadsheets can be located on the Work 'W' drive, under curriculum or assessments.

## **Display/presentation**

The context for learning in art, craft and design is not confined to the classroom or the school as learning occurs in the wider context of the visual environment in which children grow and develop. However, whilst the children are in school, their classroom has great importance as a learning resource. Good displays in the classroom stimulates pupils' imagination and effectiveness and promotes and assists creativity.

## **Contextual Studies:**

The teaching of art, craft and design should also contribute to learning across the curriculum by:

- Promoting pupils' spiritual, moral, social and cultural development-
- Promoting key skills.
- Promoting other aspects of the curriculum

The provision of a rich mixture of fabrics, artefacts, natural objects, reproductions of the work of other artists and designers, photographs and written work, encourages questioning and discovery. This enables the pupils to make use of their observational skills and their knowledge to explore and develop their imagination. Children should be encouraged to see what they do within a cultural and historic context. There are many opportunities for researching, recording, imitating and drawing inspiration from the arts and artefacts of other cultures. This plays an important part in preparing pupils for life in a multi-cultural society.

Visits should also be made to museums, galleries and artists' studios and artists can be invited to come into school for a period of residency. This will enable all invited children to see an artist in action and will provide excellent first hand opportunities for pupils to respond to the work of other artists and for them to develop their understanding of the methods and materials that can be used.

Miss Edwards  
September 2020

## Appendix

### ART MTP EXAMPLE:

MEDIUM TERM PLAN				
<b>TOPIC:</b> Paws, Claws & Whiskers <i>ART – Line / Tone</i>		<b>YEAR GROUP:</b> 1		<b>HALF TERM:</b> AUTUMN 1
<b>Key Knowledge</b> <i>National Curriculum [NC] objectives:</i> <ul style="list-style-type: none"> <li>To use drawing to develop, share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To use a range of materials creatively.</li> <li>About a range of artists, describing differences and similarities and make links to own work.</li> </ul> <i>Scheme – Drawing Line/Tone</i> <i>Taught Skills</i> <ul style="list-style-type: none"> <li>To make different types of line in pencil.</li> <li>To experiment with line in different media.</li> <li>To make different lines with fine medium and broad pens.</li> </ul>		<b>Key Vocabulary</b> <ul style="list-style-type: none"> <li>Line, tone, experiment, short, straight, darker, lighter, long, wavy lines, zigzag, broken line, wiggly line, lead, curved, length, wide, dots, dashes, effects, media, landscape, portrait, broad / medium / fine pens, thick, thin, diagonal, horizontal, vertical, scraper technique.</li> </ul>		
<b>Cultural Capital</b> <ul style="list-style-type: none"> <li>Study Artist: Pablo Picasso. He developed a single line technique. <a href="http://www.pablocicasso.net/drawings/">http://www.pablocicasso.net/drawings/</a></li> </ul> <b>TOPIC LINK:</b> Children could experiment with different lines to create simplistic pictures of animals. <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				
5 Golden Bee Questions				
<b>Be Safe and Healthy</b>	<b>Be Confident</b> 'Can you a try new technique using different lines?'	<b>Be Trustworthy and Honest</b> 'How can you make your work better?'	<b>Be a Lifelong Learner</b> 'Can you research and find any other artists who use lines in their paintings or drawings?'	<b>Be Respectful</b> 'Can you give feedback to your peers respectfully?'
5 Golden Bee Outcomes				
<b>Be Safe and Healthy</b> An awareness of factors which help keep themselves and others safe.	<b>Be Confident</b> Have built good self-confidence and self-esteem. Understand that we can learn through our mistakes. Accept we are all different (no two individuals are the same) and we all have our own special qualities.	<b>Be Trustworthy and Honest</b> Trust worthy and honest to themselves and others.	<b>Be a Lifelong Learner</b> Children are inspired, curious and critical learners. For all pupils to reach their potential regardless of their starting point or barriers to learning. Developed life-long skills.	<b>Be Respectful</b> Be a good listener. To have good manners including politeness, caring, sharing, empathy, thoughtfulness and friendship and treat everyone equally