



2024-2025

Teagues Bridge Primary School



Art Policy

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Art Policy

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Intent

At Teagues Bridge Primary school, we believe that high-quality art lessons inspire children. Art, craft and design embody some of the highest forms of creativity. Our high-quality art and design education will engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through school, 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.

As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history. We aim for all children to reach their artistic potential and develop characteristics that support their journey in becoming great artists. Our artists will:

- produce creative work, explore their own ideas and record 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. It will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.
- provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society.
- enable pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values.

Our Aim

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To help each child achieve their creative potential in both two-and-three-dimensional work, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children's ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.
- To become proficient in drawing, painting, sculpture, collage and other art and design techniques.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Teaching and Learning and Entitlement

Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

We recognise the fact 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.

EYES

The Early Years provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals in the Early Years Framework, which underpin the curriculum planning for children aged four to five. The children's learning includes art, designing & making, dance, role-play and imaginative play. The range of experiences are imaginative and enjoyable.

At Teagues Bridge, our art curriculum ensures:

- children's artistic and cultural awareness supports their imagination and creativity.
- children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- Teachers plan quality and variety of what children see, hear and participate in as they understand it is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

Key Stage One

At Teagues Bridge, we ensure that the art curriculum is based on the statutory requirements as set out in the National Curriculum. In addition to this, our curriculum is adapted and suited to meet the diverse cultural community at Teagues Bridge and reflects the needs of our children, the local community, and the wider world.

Art National Curriculum – Key Stage One

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.

Art National Curriculum – Key Stage Two

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.
- about great artists, architects and designers in history.

Implementation

Our Art and Design curriculum is based on the National Curriculum which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers incorporate art lessons into class themes, as set out in the whole school long term plans, ensuring that links are made between art and other areas of the curriculum and learning content is relevant and meaningful for children.

First-hand experiences and real artefacts are used to stimulate art and design activities. Teaching takes place in whole class groups where new techniques and skills are modelled, and high-quality examples of work are shared with the children. All pupils are encouraged to explore their own

ideas and develop a unique style and technique. They are involved in evaluating their work, embracing mistakes, identifying areas for improvement and celebrating their own success and the flourishing of others.

The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists, architects, and designers that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements.

Knowledge Organisers

Children have access to key knowledge, language and meanings to understand Art and to use these skills across the curriculum.

Sketch Books

Each pupil has a sketch book that they keep throughout their time at Teagues Bridge. They use this in the early stages of art projects and see their own progress across time. Children in Years 1 – 6 are to record the development of their skills, their observations, planning, and evaluations in their sketchbooks. Progression from each year groups should be clear.

Impact

At Teagues Bridge, our art curriculum impact will be:

- Art and design learning is loved by teachers and pupils across school. They are always keen to learn new skills and work hard to perfect those shown to them.
- Teachers have high expectations and quality evidence can be presented in a variety of ways.
- The children's art is very often cross-curricular and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in humanities.
- All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.
- Children will become more confident in analysing their work and giving their opinion on their own and other works of art.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.
- The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the environment.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leaders. The work of the subject leaders also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leaders will produce an annual summary report evaluating the strengths and areas for further improvement, which informs the art action plan. This is reported and shared with senior leaders, and key areas

of development then form part of the SIP. Progress is reported twice per year at parent evenings and annually on a pupil's written report.

Health and Safety

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice. The school abides by statutory health and safety guidelines outlined by the LA. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar pupils should be taught:

- About hazards, risks and risk control.
- To manage their environment to ensure the health and safety of themselves and others.
- To be aware of the steps they need to take to control risks.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Teagues Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching Art to pupils with Special Educational Needs

We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.