



Lewknor Church of England Primary School

ART POLICY

December 2023 – Review December 2026



Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7: 24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

Overview

At Lewknor Church of England Primary School we adhere to the belief that the teaching and learning of a strong and varied art curriculum is crucial for every child as it stimulates creativity, imagination and inventiveness. Our art curriculum also equips our children with the necessary skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging them.

"The purpose of arts education is not to produce more artists, though that is a byproduct. The real purpose of arts education is to create complete human beings capable of leading successful and productive lives in a free society." Dana Gioia

While the teaching of art is crucial for children's educational development and progress, it is also essential for a child's acceptance of themselves. Art is an outlet for children to express themselves and explore their individual identities while accepting the differences of those around them. At Lewknor we encourage children to focus on their own brilliance and differences, and appreciate their own skills.

One of our school's core values is resilience, which is particularly crucial in art, as children are taught the value of practice and patience, following the example of Austin's butterfly set forward by Ron Berger. This project followed a young boy's drawing of a butterfly, from a rudimentary sketch to an exemplary drawing, across six drafts. The progress of the drawing from the first draft to an impressive final draft is a powerful message for educators: we often settle for low-quality work because we underestimate the capacity of students to create great work. With time, clarity, critique and support, students are capable of much more than we imagine.

We follow the National Curriculum for Art and Design, supplemented by resources from Planning Bee. Every year teaches the compulsory strands of drawing, painting and sculpture (3D art). We have designed our curriculum to have cross curricular links, to ensure access to a greater depth understanding of the various topics. Our curriculum follow a clear progression from Year 1 to Year 6, from holding a pencil and mixing colours to using these skills to create beautiful pieces of landscape art.

Each topic introduces the children to various artists. The children explore more artists as their skill progresses and they start to understand how art has changed their landscape, culture and history.

Aims

- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children.
- To experience a broad and balanced range of art activities and show progression within these experiences.
- To show a development of their own ideas and skills through the use of a sketchbook.
- To develop use of a range of tools, media and processes.
- To extend and enrich other curriculum areas.

“It has been proven time and time again in countless studies that students who actively participate in arts education are twice as likely to read for pleasure, have strengthened problem-solving and critical thinking skills, are four times more likely to be recognized for academic achievement, four times more likely to participate in a math and science fair.” Quincy Jones

- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To stimulate children’s creativity and imagination by providing a visual, tactile and sensory experience.
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
- To develop children’s understanding of colour, form, texture, pattern and their ability to use materials and process to communicate ideas, feelings and meanings.
- To inspire confidence, value and pleasure in art.
- To cultivate children’s aesthetic awareness and enable them to make informed judgements about art.
- To teach children to express their own ideas, feelings, thoughts and experiences.
- To develop children’s design capability.
- To enhance children’s ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Teaching and Learning

Early Years

Before embarking on Key Stage 1, children will have attended reception where they will have had the opportunities to find out and learn about the world they live in. This stage provides a rich environment in which we encourage and value creativity and self-expression. Our school vision follows the concept of the importance of strong foundations, never is this truer than in the early stages of a child’s life.

“One can compare art education to the solid foundation for a house - once it's built properly, it will hold any shape or form you will place on it.” Igor Babailov

During early years young children are given the opportunity to explore colour, texture, shape and form in two and three dimensions not only through art but across their various topics. The children have access to a wide range of construction, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap into their artistic potential, the children are encouraged to develop their own creative ideas.

Key Stage 1

During Key Stage 1 (Infants), the purpose of Art and Design is to expand the children's creativity and imagination through providing art, craft and design activities relating to the children's own identities and experiences, to natural and manufactured objects and materials with which they are familiar.

The staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience.

Children will:

- work individually, in pairs or large groups
- learn to use their sketchbooks for preliminary drafts
- gain first hand experience of various art styles
- use a range of materials (2D and 3D)
- evaluate ideas and methods
- learn to value their work and see it celebrated and displayed around the school

Key Stage 2

During Key Stage 2 (Lower & Upper Juniors), Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

The staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience.

Children will:

- work individually, in pairs or large groups
- continue to use their sketchbooks for preliminary drafts and further drafts to develop their art
- gain first hand experience of various art styles
- use a range of materials (2D and 3D)
- evaluate ideas and methods, look at their work and consider how to make improvements
- learn to value their work and see it celebrated and displayed around the school

Progression and Continuity

Our art curriculum is designed to allow the children to make progressions from year to year in both application of skills and understanding of the subject. A variety of teaching and learning styles is used across the school in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the

opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognize the fact that children will always have differing abilities in all of 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.

Art and Design Curriculum Planning

At Lewknor art is taught through half termly topics, our curriculum is carefully planned to engage and excite all our learners. These plans define what we will teach and ensure an appropriate balance and distribution of work across each Key Stage.

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessment, looking at achievement against objectives and success criteria, the use of talk partners and end of unit teacher/ pupil evaluation. Through these, both children and adults are able to recognize the progress being made.

Assessment and Recording

At Lewknor 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.

Children are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Progression from each year group should be clear. Teachers are to stick finished pieces of art in their books which is to be passed onto their new teacher at the end of the year. Children are given the opportunity to fully participate in the assessment progress, through peer, self and group assessments.

Monitoring

Each child has an art sketchbook which serves as a cumulative record of their work and is passed onto the next teacher at the end of the year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow

children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

Resources

There are a wide range of resources to support the teaching of Art and Design across the school. All classes have a range of basic resources kept in the classroom; watercolours, sketchbooks among others. The Art and Design subject lead is responsible for the management of the resources; all staff are responsible for the organisation and maintenance of the resources. An audit is carried out to ensure resources are readily available. Resources are kept in the Upper Juniors classroom in labelled boxes.

Visits are planned where possible to enhance learning and give hands on activities. Workshops are organised to allow children to access a wider range of cultural art.

Health and Safety

Children will 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 the statutory health and safety guidelines outlined by the LA.

Inclusion

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. All our children have access to the Art and Design Curriculum, regardless of their ability, gender, physical ability or their social, cultural or ethnic background. Art is taught with regards to pupils' abilities to ensure progression. Where possible, provision is made to support individuals or groups of SEND children or those with a disability so that they can participate effectively in lessons. Likewise, provisions are made for our more able children and our new arrivals so that their needs are also met. All children are encouraged to achieve as high a standard as possible.

A wide range of gender specific and cultural images the 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 environment.