



Parkside Primary School

Art Policy

Reviewed April 2025

Art Policy

Introduction

'Art' should be interpreted as 'art, craft and design' and 'artists' should be interpreted as 'famous artists, crafts people and designers' throughout all the documentation.

'Learning through art and design for the 21st Century: Art and design activities should allow children to develop their own thinking and questioning skills. This will enable children to gain knowledge and understanding of the world around them and its people, and prepare them for the future'.

(National Society for Education in Art & Design-NSEAD)

Rationale and Purpose

At Parkside Primary School art, craft and design has a significant and valuable role to play in the overall ethos of our school. We believe that teaching and learning in Art and Design is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in a variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop their social and personal skills. Although taught as a discreet lesson, where skills and techniques can be developed, Art is used throughout Parkside to enhance other subjects in the curriculum. Wherever appropriate, it is used to immerse pupils in their learning by creating life-like or relatable experiences.

Aims

At Parkside Primary we ensure that all children:

- Have entitlement to a broad, balanced and enriching curriculum.
- Develop a sense of enjoyment and pride in their ability to create and design.
- Nurture creativity and imagination through designing and making.
- Develop an interest and understanding of the ways in which people from the past and present across different cultures have used and combined materials to create art in its many forms.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Become visually literate and able to identify and apply the key elements of art.

- Develop the ability to analyse and make informed critical judgements about their work and the work of other famous artists, crafts people and designers using appropriate language.
- Will be given equal access to the experience of the art regardless of their gender, race or ability.

Objectives and Skills Taught

In their own work children should be able to:

- Show development in their ability to create and represent images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world around them.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in their Creative Journey sketchbooks.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken, concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.

Early Years Foundation Stage (EYFS)

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. In Nursery and Reception, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in art and design. These early experiences include asking questions about how things look, investigating the use of colour and using a variety of different tools to manipulate materials with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

In the EYFS, we provide opportunities for children to:

- Develop a curiosity and interest in the designed world through investigating, talking and asking questions about familiar objects.
- Develop confidence and enthusiasm through frequent exploration of media to create and develop objects.
- Construct with a purpose in mind, using a variety of resources, exploring colour, manipulating materials to achieve a planned effect.
- Extend their vocabulary through talking and explaining about their designing and creating activities.

Implementing Art and Design

Each Art and Design project will be taught weekly, in half term blocks or during Art and Design mornings/afternoons/days (dependant on the needs of the project being worked on).

Teaching and Learning Strategies

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard. Some of the teaching and learning strategies we use are:

- To use a variety of approaches that are matched to the activity and the ability of the children.
- Giving the children opportunity to examine exhibits, artefacts, historical buildings of interest.
- Identifying whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focussing upon art skills.
- Ensuring all special needs (SEND) children need to be catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem.
- Developing clear links between Art and Design Technology to provide opportunity to develop the children's computing capabilities.
- Ensuring always that issues of health and safety are addressed in the planning and delivery of the art curriculum.

- Ensuring the planned programme must encourage the children's development of personal and social skills, by being fully inclusive and giving equal access to all pupils.
- Encouraging children to work individually, in pairs, small groups and as a whole class when required.

The Use of Sketchbooks

Sketchbooks (Creative Journey books) are used in year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential piece of evidence and a personal record of children's creativity, ideas and development of skills. Although it is important for teachers to monitor sketchbooks, children should have the confidence and freedom to use them in their own way and in other subjects.

The contents of the sketchbook could include:

- Interpretations and analysis of other artists' work.
- A record of what has been seen.
- Preparatory studies for further work.
- The development of ideas for further study.
- A record of the basic skills development.
- Photographs and other illustrative material to support ongoing work.
- Colour schemes and trials.
- A record of observations seen outside the classroom which will be used as a reference material for further work, for example on a school visit.
- Details of something that will be made in entirety.
- Computing prints and image manipulations.

Assessment, Recording and Reporting

- Progression of work is shown in children's personal sketchbooks. Contained in sketchbooks are practice, sketches, photographs, notes and evaluations, etc. which can be used for assessment purposes and for monitoring progression.
- Teachers complete a Foundation subject assessment for the class after each topic to make note of children who were significantly above or below expectations.
- Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to do to improve.

Health and Safety

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art coordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All art equipment

is subject to maintenance and safety checks and any faulty equipment is to be reported to the art coordinator or head teacher.

Cross-Curricular Learning

Planning is used creatively to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of art teaching should not be 'diluted' as a result of this. The use of appropriate teaching and learning strategies should enable pupils' learning and encourage creative thinking and imaginative ways of working.

Spiritual, Moral, Social and Cultural Development (SMSC) in Art & Design

The teaching of art offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils 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 pupils and encourages them to collaborate and cooperate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople. The school promotes art as a way for pupils to develop culturally, socially, spiritually and emotionally.

What is the role of the Art Co-Ordinator?

- To have understanding and knowledge of the subject and of high quality teaching and learning.
- To have influencing practice – 'leading by example'.
- Can keep up to date with current thinking and new initiatives in education.
- Supports staff development.
- Has understanding of school policy / creating a school policy and the school development plan.
- Can monitor and evaluate practice.
- Can negotiate subject needs with senior managers.
- Provides good quality resources (within a budget).
- Develops assessment procedures.
- Monitors learning and displays around the school and gives effective dialogue.
- Can involve parents/carers and/or the local community through exhibition of children's work, competitions etc.
- Initiates community links, for instance with local secondary schools, galleries and museums and contacting local craftspeople etc.

The Role of the Class Teacher

The class teacher is responsible for teaching and developing the plans into more detailed schemes of work that ensure that pupils are taught the requirements for art.

Class teachers are also responsible for evaluating their planning and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it. One display should also celebrate the class artist, which is also the name of each class.

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