



*Kirkstall St Stephen's  
C of E Primary School*

*Art Policy*

*May 2019*

This school is committed to safeguarding and the wellbeing of all children, and expects our staff and volunteers to share this commitment.

# **Kirkstall St Stephen's Primary School**

## **Art and Design Policy**

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## **KSS School Mission Statement**

We are cherished, we are challenged, we are children of God

## **Our Vision**

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

## **Our Ethos Statement**

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:3.

They are like trees that grow beside a stream,  
that bear fruit at the right time,  
and whose leaves do not dry up.  
They succeed in everything they do.

## **Rationale**

At Kirkstall St Stephen's C of E primary school we believe that Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through Art activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers.

Through learning about the roles and functions of Art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of all forms of Art enriches all our lives.

## **Objectives of Art**

At Kirkstall St Stephen's we will ensure that the children fulfil the requirements of the National Curriculum:

### **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**

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.

### **Equal Opportunities**

Art will be taught using the principles of equality, which leads to good quality teaching. All pupils will be given the opportunity to reach their full potential within Art regardless of ethnicity, culture, class, sex, gender and special needs (ability and disability).

Where possible we look for opportunities to extend learning beyond the classroom and in the local environment. Art is a cross curricular theme and is used as a vehicle to investigate history, other cultures, religions and other relevant aspects of the curriculum.

### **Special Educational Needs and disabilities**

At Kirkstall St Stephens teaching in Art addresses the fact that all children develop their ability to make images and apply skills at different rates. Children with special educational needs participate as fully as possible within lessons so regardless of their ability or disability they can achieve.

We provide learning opportunities matched to the individual needs of children. Differentiation is key in ensuring children are supported by relevant activities, questioning and resources matched to their personal ability. We take into account the targets set for individual children on their Individual Education Plans (IEPs).

More able pupils will be identified and entered on the More Able register. They will be provided with differentiated tasks and challenges in order to test their skills and enable them to reach their full potential.

### **Provision**

Art is taught through the creative curriculum. All children are given clear, differentiated learning objectives and success criteria which are based on key skills in Art. Through training and guidance we maximise the effectiveness of Teaching Assistants who work with small groups and individual children in order to accelerate the progress of the children.

## **Assessing and reporting**

Class teachers use Assessment for Learning when planning and implementing Art lessons and change lessons to suit learners accordingly. Teachers continually assess children's performance through observation of work, questioning and discussion. This assessment is linked to relevant learning objectives and key skills. Class teachers update the art column on the foundation subject tracker every half term. This is based on on-going formative assessment. This traffic light system is used to show whether a child is above, below or at expectation. Class teachers then make national curriculum level judgement at the end of each academic year.

Parents are kept informed of their child's progress by:

- Receiving reports in which progress and attainment are stated.
- Attending parents evening where targets and progress are discussed.
- Receive half termly class newsletter.
- Receive a weekly whole school newsletter.
- Attending class assemblies.

## **Resources**

Art resources are kept in the downstairs supply cupboard, individual class sink areas and in the room at the back of Year 2. Teachers control and monitor the use of resources during their lessons, but where possible and appropriate encourage the children to be independent in their choice and management of resources.

The Co-ordinator ensures that all equipment is kept in good condition and is ready for use at all times. To assist in this teachers are responsible for alerting the Co-ordinator to any problems with resources so they can be resolved quickly.

The Co-ordinator takes an annual inventory and uses this to update and replace resources when ordering stock. A long term view of resources will be taken so that money can be spent wisely in building up resources to ensure the school offers a broad range of activities.

The Co-ordinator provides and updated resource list to all teaching staff.

## **Health and Safety**

The school is responsible for teaching Art in a healthy and safe environment with reference to appropriate risk assessments for activities. It is the responsibility of the teacher to check all art equipment to be used before the start of each lesson.

When teaching Art the following health and safety issues should be taken into consideration:

- The children should be fully supervised, especially when using tools.
- All equipment should be stored safely when not in use, and returned to the correct store after a lesson.
- Any faulty equipment is to be reported to the Art Co-ordinator and discarded or fixed as appropriate.
- Correct procedures and techniques should be shown to children before using any tools, e.g. scissors, craft knives, glue guns.

## **Cross Curricular Links**

In Art cross curricular links are made with:

- Literacy – Reading relevant articles, evaluating their work and writing descriptions of their Artwork.
- Numeracy – Measures.
- Speaking and listening – working with others, negotiating ideas and evaluating work.
- Computing – using the Internet to find sources for Artwork, as well as the use of ICT programs e.g. Dazzle, Paint, Revelation Art and digital media e.g. cameras.
- Geography – Using different cultures or countries as a stimulus for Art, investigating Art from a specific culture or country, exploring the Artwork of a particular artist or comparing the Artwork of different cultures or countries.
- History – Using different times in History as a stimulus for Art, investigating changes in Art over time, the Artwork of a particular period or that of a certain artist.
- R.E - Using religion as a stimulus for Art, investigating patterns or pictures in religious Art and exploring the Artwork used in religious spaces.

## **Staff Responsibilities**

The Co-ordinator is:

- Aware of the National Curriculum requirements for Art.
- Able to give advice and support practically and through collation of resources.
- Able to monitor, evaluate and report the progress of Art throughout the school.
- Able to arrange and take part in the annual review of the Art policy.
- An example of good practice in Art lessons.
- Informed with an in depth knowledge of the subject area, new initiatives, latest research and available teaching methods.
- Able to raise the awareness of the importance of Art amongst staff, children and parents.

## **Governors**

The governing body is responsible for formulating, agreeing and adopting the policy.

Governors will then on an on-going basis:

- Support monitor and review this policy.
- Ensure there is effective allocation of resources.
- Ensure the school premises support the policy.
- Monitor the effectiveness of teaching and learning in terms of raising pupil attainment.
- Ensure the staff development and performance management promotes good quality teaching and learning.
- Monitor the effectiveness of the policy through the school's self-review process.

## **Monitoring, evaluation and review**

The Art policy will be reviewed every 2 years. These are some of the questions that will be considered:

- Is Art in school enjoyable?
- Is the time allocation right?

- Are we making the best use of resources?
- Is there a broad and balanced curriculum?
- What new equipment and resources do we need?
- Has there been an improvement in standards?
- How much progress is being made by pupils of all abilities?