

# St George's C. E. Primary School



## Art Policy

**Date Approved:** December 2023

**Approved by:** SLT

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## Vision Statement



Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'EVERYONE matters, EVERYONE achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other as equal human beings and celebrating our differences.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, perseverance, honesty, happiness, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'  
Mother Teresa.

## **Rational**

Art and design activities enrich children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

## **Aims**

Our aims in teaching art are that all children learn to:

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills
- Express ideas and feelings through creative work and in both two and three dimensions
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

## **Definition**

“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.”

National Curriculum 2014

## **The National Curriculum**

The National Curriculum prescribes that at 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 their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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.

## **Health and Safety**

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knives. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

## **Parental Involvement**

As with all areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This could include helping the child with any research or homework that may be set, asking parents to come and share their skills and experiences as well as joining in with the celebration of their children's achievement and success.

## **Equal Opportunity**

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

## **Monitoring**

The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SLT team.

## **Speaking and Listening**

Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

## **Displays**

The school promotes the displaying of art work in classrooms. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning. Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

## **The subject leader**

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans. They will monitor the quality of teaching and the standard of work produced. Evidence will be kept from year to year. The subject leader will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

## **Emotional Health and Wellbeing**

At St George's, the emotional health and wellbeing of our children and staff is of utmost importance to us and we endeavour to support each other in this. Our school motto 'Everyone Matters, Everyone Achieves' is at the heart of all we do. We constantly aim to promote a positive approach to learning in Art and support the children who may find aspects of this subject challenging.

## **Planning and Teaching**

### **EYFS**

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

### **Key Stage 1**

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

### **Key Stage 2**

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

## **Contribution of art in the curriculum**

English: Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths: Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing: I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE: In art lessons children are taught to discuss how they feel about their own work and the work of others.

### Art overview

	Autumn Term:	Spring Term:	Summer Term:
Year 1	<p><b>Portraits</b> – Warhol, Klee, Picasso, Matisse, Klimt, Leonardo da Vinci, Van Gogh</p> <p>Watercolour, collage, line</p>	<p><b>Sculpture.</b> Clay tile-Buildings</p> <p>Link to history (houses and homes)</p>	<p><b>Artist study.</b></p> <p>Kandinsky and Delaunay – circles.</p>
Year 2	<p><b>Artist study.</b></p> <p>Klee and Picasso – eyes.</p> <p>Colour mixing, collage, tone and shade.</p>	<p><b>Fruit and veg.</b></p> <p>Link to science - plants</p> <p>Takaya, Marumiyan, Archiboldo.</p>	<p><b>Landscape.</b></p> <p>Link to geography (Katie Morag).</p> <p>Line, texture, collage, painting.</p>
Year 3	<p><b>Heads.</b></p> <p>Link to history (Tudors).</p> <p>Drawing, painting, sculpture.</p>	<p><b>Chinese Art</b></p> <p>Traditional Chinese Art</p> <p>Link to visiting artist – Chinese calligraphy</p>	<p><b>Artist study.</b></p> <p>Warhol and Picasso - colour</p> <p>Press printing.</p>
Year 4	<p><b>Artist study.</b></p> <p>Warhol and Keith Haring – repeating.</p>	<p><b>Roman mosaics</b></p> <p>Link to history (Romans)</p>	<p><b>Plants</b></p> <p>Link to science.</p> <p>Drawing, painting, printing.</p>
Year 5	<p><b>Iron age art</b></p> <p>Link to geography (stone age to iron age)</p> <p>Painting, drawing, printing.</p>	<p><b>Greek pots</b></p> <p>Link to history (Greeks)</p>	<p><b>Artist study</b></p> <p>Seurat and Keith Haring – people</p> <p>Drawing, painting.</p>

Year 6	<p><b>British artists.</b></p> <p>Gainsborough, Sonia Boyce, Lucien Freud, David Hockney, Howard Hodgkin</p>	<p><b>Romero Britto.</b></p> <p>Link to geography (Brazil)</p> <p>Drawing, painting.</p>	<p><b>Clay canopic jars.</b></p> <p>Link to history (Egyptians)</p> <p>Drawing, painting, sculpture.</p>