



# Hoole St. Michael's Church of England Primary School

## Art Policy

Member of staff responsible: S Hothersall

Date policy written: January 2024

Date approved by the full Governing body: (tbc)

Date to be reviewed: January 2026

### *Vision Statement*

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

**Bible Verse:** I can do all through Christ who strengthens me. [Philippians 4:13](#)

## **1. Aims and objectives**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording 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.

## **2. Teaching and learning style**

As teachers we will try to ensure that art lessons provide pupil 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.

Children should be able to evaluate their work and think critically about their design and finished product.

**Personal and Enrichment** - Throughout the year we provide children with meaningful experiences where children can flourish in the creative arts sector.

The enrichment of the curriculum is developed through:

- Offering a variety of Arts clubs – Craft clubs, singing club and drama club.
- Whole school experience of professional Arts practitioners visiting school and also outside school in a range of venues for example- museums, theatres and silk art (displayed around the school).
- A yearly art exhibition where children's work are framed and displayed professionally for parents to look at and purchase
- All children regularly perform in school productions throughout the year to include, music, dance, drama and poetry. Drama club students put together their own production, write the script, design the programmes, tickets, props, costumes and back drop.
- Drama and Singing pupils perform at the local school performing arts festival every year and sing together productions alongside other schools.
- Themed Arts weeks for example: world war week, multi-cultural weeks which provides opportunities for pupils to learn about the arts of diverse cultures.
- Music taught by specialist music teachers throughout the school and reinforced through additional activities in class.

Our creative homework topic webs provide children with opportunities to make crosscurricular links very effectively by linking it to topics being taught in other subjects. This is an

important part of teaching at our school, and works by making the Creative Arts relevant to the children's lives whilst simultaneously adding an extra dimension to and an alternative way of looking at the work being covered in other subjects. For example, when learning about the Victorians, on the homework topic web children could:

- explore and play Victorian music;
- investigate how Victorians used art;
- watch and perform Victorian music hall productions;
- look at making Victorian games and toys.

Children's work and projects are displayed around the school, which helps children to build confidence within their artistic abilities. An example of this is our 'every child is an artist' display which can be found within our school corridors. The display showcases a variety of class artwork in the style of different artists. The display highlights progression in art from EYFS to KS2. Within our school grounds, you will find outdoor artwork, which has been created by the children an example of this is our 'war memorial poppy garden'.

### **3. Art curriculum planning**

We use the National Curriculum 2014 for art as the basis for our curriculum planning in art,

but we have adapted this to the local context by building on the successful units of work already in place. We also use the Lancashire key skills documents for art to support our planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

As the basis for our medium-term plans, we provide details for each project. Because we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics. Our medium-term plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for reviewing these plans and ensuring coverage.

#### **4. Foundation Stage**

We teach art in the foundation stage in order to encourage creativity and exploration.

As the reception class is part of the Foundation Stage, we relate the art side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Art makes a contribution to the ELG objectives by developing a child's exploration and use of media and materials. They experiment by creating textures and colour and manipulate materials to achieve a planned effect. Children work alongside teachers and independently in our workshop area where they select appropriate resources and techniques safely.

#### **5. The contribution of art to other subjects**

##### **English**

Art contributes to the teaching of English by developing confidence when speaking and listening. Children can comment on art work in a variety of ways.

##### **Mathematics**

Art contributes to the teaching of mathematics in some discrete ways. We can look at the use of shape, symmetry and pattern within an artist's work.

##### **Computing**

We use computing in art teaching where appropriate. Children use computing in art when researching a famous artist or piece of art work. Children have the opportunity to use the digital camera to record and use photographic images.

## **6. Assessment and recording**

The art subject leader will keep samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in art for each age group in the school. This can be used to assess progress throughout each year group and keep records of children's work.

## **7. Resources**

There are a wide range of resources for art. These are kept in the art cupboard located outside Class 4 and upstairs in the staffroom cupboard. Each class has their own supply of paint and glue that they can use. A resource audit is done on a regular basis to ensure that sufficient resources are available.

## **8. Inclusion**

**At Hoole St Michael, we aim to:**

- Provide for all children so that they achieve as highly as they can in art according to their individual abilities;
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment;
- Identify able and gifted children and provide suitable learning challenges;
- Choose learning objectives which are related to the aspect on which the whole class is working.

If with appropriate access strategies and support a child cannot work towards the same learning objective as the rest of the class, we will track back to an earlier objective.

We will also consider whether a child has other priority needs that are central to their learning and plan accordingly.

## **9. Role of the Subject leader**

The Subject Leader at Hoole St Michael (currently Mrs S Hothersall) is responsible for improving the standards of teaching and learning in art:

**The Subject Leader will:**

- Take the lead in policy development
- Audit and support colleagues in their CPD
- Purchase and organise resources

## **10. The Governing Body**

Regular reports are made to the governors on the progress of art within our school.

## **CONCLUSION**

The art Policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by

incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

**This Art policy will be reviewed by the art subject leader.**

**Date for next review of this document.**

This policy was approved by the Governing Body on.....

Signed..... Date..... (Chair of pupils and curriculum)

Signed..... Date:..... (Headteacher)