



Art Policy

January 2020

Intention

The primary intention of the Art curriculum should be to 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. The intention is to provide children with a range of techniques which they will refine and use in a variety of ways as they progress through the year groups.

Implementation

The curriculum should be implemented through the use of four main techniques (see art and design mapping) which develop throughout the school, these are:

- Drawing
- Painting
- Printing
- Textiles

These techniques should be implemented using a range of teaching strategies and materials including:

- Experimenting with a range of mediums
- Exploring stimulus from past and current artists and designers
- Recreating artwork which has inspired the children
- Expressing ideas from experiences and interests
- Cross-curricular art work used to enhance a topic
- Evaluating and analysing personal art work and the work of others
- Refining techniques to a high quality
- Developing choice in how to respond to a stimulus

Impact

The expectation is that children's art work should be of a high standard with clear progression of techniques throughout the year groups. Evaluations of children's progress in Art should be made based on their ability to:

- Draw, paint, print and use textiles to develop and share their ideas, experiences and imagination
- Demonstrate good control when using a range of tools
- Reflect, respond and think critically of their art work and of the work of others
- Articulate their opinions about art
- Master the techniques suited to their individual development
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Equal Opportunities

When teaching Art, teachers should ensure that every child is able to access the curriculum at their own appropriate level and to be appropriately challenged in order to make sustained progress through each year group. The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by:

- Planning creative and open tasks tailored to a range of creative responses
- Setting challenging tasks which stimulate children of differing abilities and scaffolding learning to suit their individual requirements.