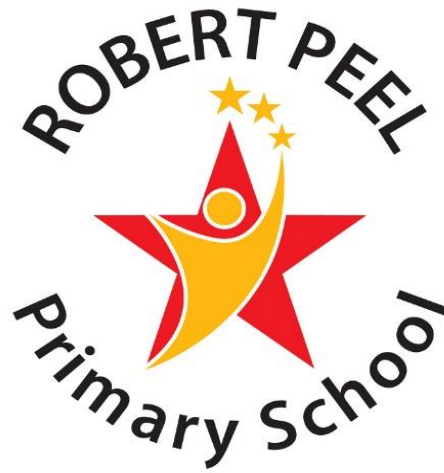


Robert Peel Primary School

Art Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Art Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. Art Vision

At Robert Peel Primary School, we believe every child is an artist. We encourage children to develop confidence in expressing ideas and to be creative, mastering a range of techniques. We give children the opportunity to make valued judgements and practical decisions about their own and others' work and the opportunity to develop resilience in achieving their goals. We encourage children to develop an appreciation of a wide range of styles and cultural variations. At times, children will work alongside their peers and show empathy towards each other.

3. Art Implementation

Curriculum Design & Coverage

	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	<ul style="list-style-type: none">• explore different materials freely, in order to develop their ideas and how to use them and what to make• develop their own ideas and then decide which materials to use to express them• join different materials and explore different textures• draw with increasing complexity and detail, such as representing a face with a circle and including details• use drawing to represent ideas like movement and loud noises• show different emotions in their drawings and paintings, like happiness, sadness, fear etc.• create closed shapes with continuous lines, and begin to use these shapes to represent objects• explore colour and colour mixing					
Reception	<ul style="list-style-type: none">• <u>ELG</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function• <u>ELG</u>: Make use of props and materials when role playing characters in narratives and stories• <u>ELG</u>: Share their creations, explaining the process they have used• study Rangoli patterns when exploring the celebration of Diwali• explore the works of Kandinsky when exploring 2d shape and create own representations of his work using different media- oil pastels, paint, colouring pencils, felt-tips					

Year 1	Self-portraits, Picasso, Archimbola sketching, autumn colours		Llewellyn Xavier		Vincent Van Gough	
Year 2	Inspirational Person Pointillism – Georges Surat					
Year 3	Block Colour Cave Painting Aboriginal art		Facial expression using digital images		World War 2 – Paul Nash	
Year 4	Milind Mulick			Mosaic Roman mosaics		Sketch of Jesus
Year 5		Anglo Saxon Brooches			Making clay pots	Space art (Peter Thorpe)
Year 6	Trisha Thompson Adams		Frida Kahlo Overprinting			Sculpture

Teaching & Learning of Art

Art is taught in half termly blocks 3 times a year.

Where possible, Art is linked to learning in other curriculum areas. Children are exposed to a variety of artists from different cultures. Children use a variety of materials and develop art skills and techniques. Children are encouraged to experiment with different materials.

School Vision Promoted through Art

In Art, we develop empathy when appraising artists and other children's work. We show resilience and independence when practising new skills that may be hard. Children enjoy doing art and aspire to be the best they can be in this subject. Children develop their communication skills by asking for help and appraising the work of others.

Curriculum Connections in Art

All year groups aim to make connections with other subjects such as History, Geography, R.E and Science when planning their art. This makes art more meaningful.

Enrichment Experiences in Art

Year 3 visit The National Gallery.

Every child produces a piece of art, which is framed and displayed in the gallery in our hall. Families may purchase these pictures.

Every child has the opportunity to design a Christmas card each year, which is printed at a factory and packs of these can be purchased by families.

Art Language Development

Key language in EYFS

Line, thick ,thin, wavy, straight, print, squash, press, texture, smooth, shiny, rough, flat, bumpy, glue, sticking, join, decorate, thread, cut, wet, dry

Key language in KS1

pattern, light, dark ,pale, deep ,primary, secondary ,warm, cool, shade ,wash, smudge, pressure, block, repeating, tone

Key language in KS2

grades ,form, tonal contrast, hatching, perspective, composition ,focal point, foreground, middle ground, background ,modern ,traditional, impressionist

Community, Cultural & Global Learning through Art

At Robert Peel, we look at a variety artists from around the world.

4. Impact

Children's Development

By the end of Foundation Stage, children should be able to:

- Explore colour, texture, shape, form and space in 2D or 3D
- Explore different media.
- Create simple representations of events, people and objects.
- Try to capture experiences using a variety of media.
- Use imagination in art.
- Express and communicate ideas, thoughts and feelings using a range of materials.
- Express feelings and preferences in response to artwork.

By the end of Key Stage 1, children should be able to:

- Express and record their ideas and feelings confidently.
- Show a developing ability to record observations.
- Select appropriate materials and resources for their own work.
- Work imaginatively with materials, tools and techniques.
- Present work in both two and three dimensions.
- Describe and compare artistic images and artefacts.
- Recognise the differences between the works of artists/ crafts people/ designers from a variety of cultures.
- Make comparisons between their work and that of other artists.
- Use I.C.T. for art, design and expression.

- Explore the visual, tactile and sensory qualities of materials and processes and to know how to colour match and mix primary colours, know about shape, form and space in images and about pattern and texture in natural and manmade forms.
- Understand about health and safety issues related to the materials, tools and techniques used within the subject.

During the early stages of Key Stage 2, children will build upon the experiences encountered in Key Stage 1. In addition, they should also be taught to:

- Show an increasing attention to detail.
- Develop greater control over a range of materials, tools and techniques.
- Create images and artefacts for different purposes.
- Reflect on, develop, adapt, and improve their work where necessary.
- Use a growing art and craft vocabulary
- Recognise and discuss works of art with increasing complexity and understanding.
- Evaluate their own and others work in light of what was intended.
- Develop their use of I.C.T. for art, design and expression.

Monitoring impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Monitoring and evaluating the art curriculum.
- Assisting and advising colleagues as necessary.
- Keeping up to date with developments in this subject.
- Involving school in local competitions.
- Representing the curriculum area to other interested parties e.g. governors and parents.
- Overseeing the provision and storage of resources.
- Co-ordinating school display areas.
- Extending children's knowledge and understanding of the subject through school.
- Making links with the local community.

5. Resources in Art

A range of resources are available throughout the school. These are items such as: pencils, wax crayons, coloured pencils, charcoal, pastels, block paint, powder paint, water colours, easel, foam brushes, paint brushes, drying rack, collage materials, clay, felt tips, sketch book, acrylic paint, sketch pencils, colours of the world crayons and pencils, water pots, pallets, sugar paper, tissue paper, paper, card . Pictures of examples of artwork from various artists are also available.

6. Health & Safety in Art

Children will be taught how to use materials, tools and equipment correctly and safely in accordance with the schools' overall Health and Safety policy.

7, Assessment, Recording & Reporting of Art

Assessment through the key stage is continuous and is performed by the class or PPA cover teacher. Children's work is evaluated through teacher questioning, observation and during classroom discussion, both with individuals and groups. Formal reporting takes place within the annual report to parents.

8. Provision in Art

As a school, we are committed to ensuring that all children are given equal opportunities to achieve their potential. In the teaching of Art, this will include providing support to children during teaching sessions. All children will be encouraged to be resilient and aspirational in their creative activities. Where needed, adult support will be used in class to support children to be successful. In the vast majority of cases, all children are involved in the whole class teaching of art.