



Hartsbourne Primary School
Mission statement: Valuing Potential; Creating Opportunities

ART AND DESIGN POLICY

This policy to be read in conjunction with Assessment Policy, Display Policy, DT Policy, Equal Opportunities Policy, Health & Safety Policy, Teaching and Learning Policy, Racial Equality Policy, SEND Policy

POLICY REVIEW

This policy has been agreed by staff and Governors and will be regularly reviewed.

DATE OF POLICY:	MARCH 2025	DATE OF NEXT REVIEW:	MARCH 2026
MONITORED BY:	CREATIVE CURRICULUM TEAM	TEACHING & LEARNING COMMITTEE	

OUR VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

RATIONALE

The Creative Arts are a tool to actively involve, engage and stimulate children through a range of high-quality arts experiences which include visual arts, dance, drama, music, graphic design, creative writing, film/electronic media and photography. Creativity and learning are not only a way of thinking and behaving, but also a means of improving children's learning across the whole curriculum.

The power and impact of engagement in the arts allows for all children to be given an entitlement to a range of high-quality arts experiences, whatever their background and ability, allowing them to be actively involved in shaping their creativity, curiosity, appreciation of and sensitivity to the world around them.

AIMS AND OBJECTIVES

At Hartsbourne we aim to provide an art curriculum which will enable all children to develop their learning in art through research, investigating, making and the development of their skills, knowledge and understanding of the subject. They will have opportunities to evaluate their own art and that made by others. We aim to ensure that we provide opportunities to:

- o An inclusive arts curriculum of quality, range and depth.
- o Record responses to their experience, imagination and observations of the natural and man-made environment and have work celebrated via display.
- o Gather resources and materials, using them to stimulate and develop ideas.
- o Explore and use two- and three-dimensional media, working on a variety of scales.
- o Review and modify their work as it progresses.
- o Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this to their work.
- o Respond to and evaluate art, craft and design, including their own and the work of others.
- o Interconnect their learning by studying historical, cultural and religious art.
- o Be presented with work of artists, craft workers and designers of both sexes as well as work from a variety of ethnic backgrounds.
- o Participate in enrichment opportunities, eg Take One Picture, visits to galleries, etc.



We will achieve this through developing an understanding of the use of the eight elements of art: line and shape, colour and tone, pattern and texture, form and space.

TEACHING AND LEARNING

The school believes that art is a vital part of the education of all children, aiming to create a sense of enjoyment and a sense of purpose. Art is a means of communication not bound by written or spoken language. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils. Where the supervision of art activities is delegated to teaching assistants, they will have access to any necessary training and be able to support pupils effectively.

Classroom management

Teachers will model the ways in which specific materials, tools and processes are organised and pupils are expected to take an increasing level of responsibility for that organisation.

Materials, equipment and resources for art will be organised to promote effective use by pupils. They will be clearly marked or labeled to allow actual or visual access to the children.

Whilst art will at times be related to other subjects through interconnected links, teachers will also plan specific activities to provide development of the skills, knowledge and understanding of art. These activities will take account of and build upon children's previous experience in art.

Pupils will be provided with opportunities to learn about colour and mix their own colours rather than be provided with ready-mixed shades.

Most art projects will begin with responses to examples of the genre or work from significant artists, followed by a process working toward emulation of the examples. This may include mark-making, planning, experimenting, sketching and ultimately a final project. The process will be recorded in a sketchbook, be dated and titled where appropriate and reflect the children's journey towards their final outcome.

ASSESSMENT AND PROGRESS

The school's foundation subjects tracker will define assessment requirements across a range of artistic disciplines in each year group. Class teachers will use these descriptors and, where beneficial, interconnect their artwork with their half-termly theme or their designated artist to design art projects.

Teachers will assess children's progress through art projects on a formative basis, monitoring children's work carefully and providing feedback on both a whole-class and individual basis. At the end of an art project, teachers will lead children in evaluating both their own and a partner's outcomes, as well as providing written feedback themselves, allowing the child to understand what they had done well and where they could improve going forward.

Progress in art will be monitored using the foundation subjects tracker to and the creative curriculum team will assemble a portfolio of evidence to show progression through the year groups.



DISPLAY AND PRESENTATION

The school recognises that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject. (See Display Policy).

INCLUSION

All children, regardless of gender, ethnicity, culture or ability, have an entitlement to a creative arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative work should be planned with regard to children's ability, age and stage of development.

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. Teachers will provide instruction and guidance on technical processes to take account of individual needs.

HEALTH AND SAFETY

Please refer to School's Health & Safety Policy for further information and COSHH records.

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

The school may decide that it will make its own specific ruling on the use of certain tools or processes.

Specifically, when working with clay, staff will be aware that dust from dry clay can cause irritation if inhaled so every attempt should be made to keep dust to a minimum, including:

- Work surfaces should be wiped clean with a clean damp cloth.
- Tools, clay boards, rolling pins etc., should be washed at the end of a session (under supervision).
- Clay dropped on the floor should be removed at once.
- Hands should be washed and nails scrubbed after using clay or glazes.
- Cuts or abrasions should be treated immediately.