



Hebden Royd C.E. (VA) Primary &
Nursery School

Art Curriculum Policy 2022

Intent

At Hebden Royd school we believe that “Every child is an artist.” (*Pablo Picasso*)

Our curriculum aims to give every child the knowledge and skills they need to be able to experiment, invent and create their own works of art, craft and design. To celebrate the children’s artistic achievements their work often forms the centrepiece of display throughout the school and elsewhere in the community when opportunities arise. We encourage them in their critical thinking both of their own work, their peers and the work of great artists and craftspeople from a wide variety of cultures and time periods.

Implementation

The curriculum facilitates the learning of skills and knowledge in progression from Early Years to Key Stage One, Lower Key Stage Two and Upper Key Stage Two following a 2-year rolling programme.

In Art lessons, children develop skills in drawing and painting, printing, collage, and sculpture, and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by other artists.

Each class has a weekly lesson taught by the Subject Lead which enables the children to have time to follow the creative process through from gathering ideas and inspiration, planning and production, and evaluation. Additional to this lesson opportunities are provided to further explore skills and creativity in the continuous provision in the Early Years, within the Key Stage One weekly timetable and through the topics covered in Key Stage Two.

EYFS

Art and Design is covered in the EYFS curriculum under the umbrella term ‘Expressive arts and design.’ Children can achieve this area of learning by: playing and exploring, active learning, creating and thinking critically. Throughout the EYFS teachers plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. Teaching and learning will take place within the classroom and outdoor learning areas. Within these areas children will participate in a variety of activities and challenges, both with an adult and independently.

Impact

Art is celebrated in the school through display, the website, and social media. We hold an annual art exhibition and create an outdoor sculpture installation in the local area. Opportunities to be involved in other local community art projects are embraced whenever possible. By the time every child leaves the school they will have a bank of skills and knowledge as well as the confidence to be able to explore art for their own pleasure and well-being, as well as engage in the curriculum their future education demands.

Social, Moral, Spiritual and Cultural

Art contributes to our children’s SMSC development through:

- Art lessons develop children’ aesthetic appreciation.
- In turn, Art evokes feelings of ‘awe’ and ‘wonder’.
- Giving children the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concern ethical issues, such as climate change.

Statutory Requirements

Primary education for children aged 5 to 11 aims to combine excellence in teaching with enjoyment in learning, through provision of an inclusive, balanced and broadly based curriculum that promotes spiritual, moral, cultural, mental and physical development, and prepares children for the opportunities and responsibilities of secondary education and later life.

Expectations

Art can be integrated into other areas of the curriculum where it is suitable – i.e. science, DT and ICT followed throughout the school. Skills are sometimes taught separately to ensure progression within the art curriculum.

The methods of working with Art & Design are through individual work, collaborating within a group and class teaching where appropriate. Groups are of mixed ability and discussions are encouraged.

Governing Body

Reports are made to the governing body on the progress of Art provision within the school.

Role of Subject Lead

The co-ordinator has the responsibility to take a lead in developing Art further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Use of ICT

Opportunities to use ICT to support teaching and learning will be planned for and used appropriately

Inclusion

No pupils are excluded from Art. We ensure that all pupils take part and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Teaching assistants and support staff, work as directed by the teacher.

Equal Opportunities

All children are provided with equal access to the Art curriculum, and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental Involvement

Parents are encouraged to support their own child's learning through;

- Reading and researching at home together
- Visiting places linked with the units of work
- Encouraging conversations

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).