

Netherton J & I School

Art Policy



Intent

We are strong believers in the impact of Art and Design at Netherton Junior & Infant School as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially.

High quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

Aims

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

The Foundation Stage

At Netherton, our Foundation Stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing & making, dance, role-play and imaginative play. The range of experience are imaginative and enjoyable.

Key Stages 1 & 2

During both key stages all of the following threads will be taught to ensure progression takes place:

- Drawing
- Painting
- Printing
- Sculpture
- Collage
- Multimedia/ICT

Key Stage 1

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in their sketchbooks by using colour, pattern, texture, line, shape, form and space
4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils are taught to develop their techniques from Key Stage 1, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

1. to use sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting, printing, multi-media/collage and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. about great artists, architects and designers in history.

Teaching and learning

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Implementation

The implementation of the Art and Design Curriculum at Netherton Junior & Infant School is based on the National Curriculum and supported by Gomersal Art Blog, Access Art and the Wakefield Art Network ensuring the teaching of a broad range of skills.

The children are taught Art as part of their termly topic work, subject based eg. An English text/book. Areas covered include printing based on topics work such as Our European Neighbours: Cityscapes; sculpture, including the work of Andy Goldsworthy, Henry Moore and Barbara Hepworth; textiles using a range of mixed media such as batik, tie-dying and weaving; use colour, pattern and shape in painting by using work by Michael Bulinya.

More detail can be found in our Art Long Term Plan on the school website.

The children's learning is further enhanced with a whole school arts week in the Summer where the children have the opportunity for collaborative working and explore the different styles and techniques of a given artist/book.

Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

As the children progress through school, it is important to ensure that children's work is genuinely progressing. Sketchbooks should show evidence of investigational work of an artist, architect or designer and completed work. At Key Stage 2, pupils are required review and evaluate their own work.

Progression and achievement is tracked against learning objectives. At the end of each term, teachers upload their assessment of how the children are achieving and progressing in art via Target Tracker.

Photographic records and some work may be kept until the end of the year.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Regular updates and CPD will be given via weekly staff meetings.

The art and design subject leader produces an annual summary report evaluating the strengths and areas for further improvement.

Health and Safety

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice. School abides by statutory health and safety guidelines outlined by the LA.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Netherton J & I School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching Art to pupils with Special Educational Needs

We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Curriculum plans, samples of pupils' work, classroom displays and discussions with staff will be used by the Art Leader to evaluate the quality of the art and design curriculum in the school.

Art Subject Leader- Alison Cunliffe **Date:** September 2025