



Thythorn Field  
Primary School

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# Art Policy

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**Adopted By School: March 2024**

**Review Date: March 2027**

**Governor Signature:**

A handwritten signature in black ink, appearing to read 'T. J. Ryan', is written over a faint, light blue watermark of the school's logo.

**THYTHORN FIELD PRIMARY SCHOOL**  
**ART POLICY**

This policy is intended for all teaching and non-teaching staff, governors, parents and other interested parties.

'Art' should be interpreted to mean 'art, craft and design' throughout and 'artists' should be interpreted to mean 'artists, craftworkers and designers'. It is a visual and tactile subject which children can relate to across the whole curriculum. At Thythorn Field it is taught regularly as it is a foundation subject within the National Curriculum.

### **Aims**

Our aims:

- enable children to work with confidence and pleasure in expressing their responses to ideas and feelings in a visual and tactile way;
- match and encourage their growth and development with a progressive programme of basic skills and concepts;
- encourage children's observation of and responses to the visual element of their environment;
- introduce children to a wide range of expressive media, materials, skills and techniques;
- develop children's abilities to make informed critical judgements and to help them to evaluate their own work and that of others;
- teach children to value the contribution made to their world by artists, designers and craft workers of many cultures;
- develop children's ability to respond sensitively and intelligently to these contributions looking at specific works of art;
- encourage the skills which are developed to be applied across the curriculum.

The teaching of Art is divided up into two main areas of study. These attainment targets are as follows;

### **Investigating and Making**

In the primary school these skills are to:

- (a) represent ideas and feelings in visual form that children observe, remember and imagine.
- (b) select from a range of collected items and use them to develop an idea or theme for their work.
- (c) work practically and imaginatively with a variety of materials and methods appropriate to their experience and knowledge.
- (d) evaluate and modify their work accordingly.

### **Knowledge and Understanding**

All pupils should be able to:

- (a) identify different kinds of art and their purpose.
- (b) begin to identify some of the ways in which art has changed, distinguishing between work from different periods, cultures and traditions and showing some knowledge of the related historical background.
- (c) begin to make imaginative use in their own work of a developing knowledge of the work of other artists.

## **Art Teaching at Thythorn Field Community Primary**

- Teaching styles are varied in order to suit children's individual abilities and personalities. These are developed as individual work as well as collaborative work in groups or on a whole class basis.
- Observation/recording skills are continuously developed and expanded.
- Art work includes investigation of visual and tactile qualities such as line, colour, tone, texture, space, pattern, contrasts and composition (the teaching of specialist vocabulary\* is incorporated as much as possible while the work progresses, and in direct discussion with pupils).
- There is a balance between teacher-led formal lessons (demonstration & structured skill-learning work) and more open-ended investigational and creative sessions.
- Practical skills in Art are taught in a clear progression.
- Regularly and when appropriate children are given the chance to choose for themselves the dimension, media, materials and content of their work (having been given previous experience to enable them to make these decisions).
- When Art is being used to illustrate topic work care is taken to use a variety of skills and media.
- Children evaluate their own work and that of others, at the same time recognising possible modifications whether suggested by the teacher or by their own judgements.

## **Resources**

- Wherever possible, the staff are encouraged to share ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, music and more. The use of IT/computers should be used by teachers to enhance and improve the teaching and learning of Art. The internet is a major source of resources, especially in the teaching of art and culture and being able to use video clips to provide evidence of it. In addition regular opportunities are given to all children to develop their I.T. skills using relevant graphics software and to access works of art from software and from the internet (which can be in collaboration with the teaching of computing). Increasingly, there are opportunities for exploration of mixed digital media. At Thythorn the children are given many opportunities to use programs such as Scratch.

## **Trips/Experiences**

Where possible Art takes place in different environments, using the school grounds or field trips in order to widen Children's experience. Out of school visits will be undertaken to enable children to experience arts in the wider environment. Risk assessments and all other necessary measures will be undertaken to ensure the health and safety of all participants. Partnerships within our immediate community will broaden the children's experiences and visiting practitioners in all art forms will be invited into the school to share their expertise.

## **Planning**

Planning is used to:

- set clear achievable goals
- ensure that work is matched to children's abilities, experience and interests
- ensure progression and continuity
- provide criteria for assessment and evaluation of teaching and learning

Planning takes into account that part of the National Curriculum pertaining to the relevant age group.

## **Cross-curricular Links**

Although Art techniques and skills are best taught in specific lessons, Art has a valuable contribution to make across the whole curriculum.

## **Multi-Cultural Education**

- Art can offer an excellent starting point for multicultural studies - particularly since Art has always been a vital medium through which the customs, values and beliefs of people throughout the world are expressed.
- Art can enable children to understand and respect the creative products of other peoples and cultures as well as valuing their own.
- Art often plays an important part in religious festivals and celebrations. In school, art and design can be a means of illustrating, or bringing to life, religious myth and ritual. (e.g. the colourful stories from Hindu mythology or the Christian drama of the birth of Jesus).
- It is important to remember certain colours, images or icons can be offensive to people of certain faiths (e.g. no representations of God or Mohammed are permitted in the Islamic faith).

## **Equal Opportunities and Special Needs**

All children will work within the full range of class time activities set up by the classroom teachers and as appropriate to topics covered. All pupils, regardless of gender should be encouraged to participate as equals in every possible way.

All pupils, whatever their ability, religion or background will be given the opportunity to explore further aspects of arts teaching within the school. If an activity is inappropriate, then an alternative may be provided. Extra care must be given to ensure that extra assistance may be provided when necessary in the cases of more and very able pupils or children with physical disabilities.

## **Staff Development**

Staff are encouraged to develop their skills and broaden their own experiences through in-house training and external courses. Staff will be asked to share their experiences with each other and are encouraged to seek new ideas from liaison meetings with other schools, use of the internet and observations of outside experts working with classes in the school.

## **Assessment and Reporting**

Records of Art in the form of photographs and samples are kept by the Art Subject Leader. Each child is continually formatively assessed and this feeds into decisions about teaching.

Assessment opportunities ensure that:

- (a) Children are acquiring the knowledge and understanding for any given attainment target and programme of study.
- (b) Those with an interest (notably parents and teachers) can be informed about an individual pupil's progress.

## **Health and Safety**

All equipment and resources will be checked with safety in mind. Most equipment and resources are acquired through ESPO or other reputable educational suppliers who should have carried out stringent

checks for toxins etc. Individual allergies are known to each class teacher and photos of the children and details of their allergies are placed in a known position in relevant classrooms. Equipment particularly will be checked on a regular basis for damage and any problems will be reported to the Art coordinator.

## **Subject Leadership**

The role of the Art Leader is to;

- Advise and support staff in planning and delivering Art lessons.
- Take responsibility for the purchase and organisation of resources.
- Keep up to date with curriculum developments and inform colleagues as appropriate.
- Monitor progress in Art by collecting samples of work from each year group.
- Conduct annual scrutiny to ensure good planning, teaching and coverage of objectives across each year group.

## **Other**

All other details of planning and progression for the teaching of Art are found under each year group overview accessible on the Thythorn Field website.

## Appendix A

### Elements of Art / Basic Vocabulary

**Line:** The basic element of drawing; the means of describing shape by outline; the means by which 3-D forms can be represented on a 2-D surface.

**Shape:** Usually 'shape' (in art) means something flat and 2-D. A distinct area with definite boundaries (geometric, non-geometric, simple, complex, etc...)

**Form:** 3-D equivalent of shape. Usually reserved for such things as pottery, sculpture etc..

**Texture:** It can mean the actual surface qualities of things or can be the collections of brush marks (or pencil, pen, etc.) by which artists produce illusions of texture in drawings, paintings, designs etc,

**Colour:** It has a very direct effect on the senses and emotions. Young children are strongly attracted to its appeal and should be encouraged to experiment with colour mixing.

Different colours tend to evoke different moods. Colour relationships are important - a colour can be influenced by adjacent colours.

Primary colour - a hue that cannot be mixed (red, blue, yellow).

Secondary colour - result of mixing two primary colours (green, orange, purple)

Complementary/Contrasting Colours - the most stridently opposed hues.

Colours can be modified and changed by the addition of varying qualities of other colours. They can be lightened (use of white) or darkened (use of black). Some artists have excluded black from their palettes to keep their colours more brilliant.

**Tone:** Refers to degrees of lightness or darkness.

It is important for children to begin to understand the difference between colour contrast (contrast of hue) and tonal contrast (contrast of light/dark) if muddle and disappointment are to be avoided.

**Space:** Just as silence or stillness are important in music or drama, so space or interval may be important in both 2-D and 3-D Art.

**Pattern:** It can be used in a strict sense to mean the repetition of shapes according to some kind of definite rule or in a looser sense e.g. 'a pattern of trees or buildings' meaning a group of shapes with roughly similar characteristics.

**Contrast:** Contrasts are essential in art, whether of colours, shape, size, texture, tone or whatever.

**Composition:** Refers to consideration of arrangement and balance; symmetry and asymmetry, balance of shapes, tones, colours, solid and void and so on. Composition is concerned with the relationships and overall form of a work of art.