



HILLTOP
PRIMARY SCHOOL

Art Policy

Key Document Details:

Author:	Art Lead	Department:	Education
Reviewer:	Curriculum Lead	Version No:	1.0
Last Review:	September 2024	Next Review:	September 2025
Approver:	Head teacher	Date Ratified:	

Contents

- Rationale..... 3
- Aims 3
- Objectives 3
- Principles of the Teaching and Learning of Art 4
- Inclusive Teaching: 4
- Teaching at Hilltop 5
 - Teachers will: 5
 - A rich variety of starting points are provided e.g.: 5
 - Progression can be achieved by: 6
- Health and Safety 8
 - It is the duty of every member of staff to:..... 8
- Assessment, Recording and Reporting 8
- Reporting to Parents 9
- Resourcing 9
- Review 9
- Statement of Equality..... 10
- Equality Impact Assessment..... 11



Rationale

Art provides a means of expression for all children at Hilltop school regardless of their academic ability. It allows the children to be practical and encourages them to use their imagination in their own way. Art links into our RECIPE, especially the enjoyment element. However, not all children will find art as enjoyable as others so the teachers at Hilltop promote and embed the other RECIPE values throughout their art lessons. The teachers encourage all children to try their best and ensure that children feel confident and able to produce a piece of artwork they are proud of. Children are encouraged to persevere and try their best in art. We also encourage children to complete artwork independently, however there are opportunities for the children to work collaboratively which links into our cooperation element.

Aims

- To develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and manmade world
- To enable pupils to enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages. To place them within a wider social and historical context.

Objectives

- To provide a range of stimulating and creative opportunities which form a framework for success and enjoyment, thus enhancing pupils' self esteem
- To develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- To foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions, both expressively and in design



- To develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources
- To encourage pupils to evaluate and review their work and that of others, both individually and in groups
- To provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas
- To develop pupils' understanding and appreciation of art and design as a positive force within their everyday life. Using their knowledge to inform their own creative work.
- To encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

Principles of the Teaching and Learning of Art

- Artistic creation is a pleasurable activity that that can provide fulfilment throughout life.
- Artistic observation heightens perception.
- Knowledge of the work of a range of artists contributes to cultural understanding.
- As in the National Curriculum 'art' is taken to encompass art, craft and design, the term 'artists' should therefore be interpreted as 'artists, craft workers and designers'.
- When children are presented with a rich range of visual experiences they are better equipped to record from observation and to be imaginative.
- Work in art must be the child's personal response to stimuli. The work must be the child's own work and not a matter of, for example, filling in a picture produced by the teacher or another adult, or using manufactured templates.

Inclusive Teaching:

At Hilltop Primary Academy, we teach art to all children, whatever their ability, age, gender or race. Study in art and design will engage children in a variety of different activities,



practical work, critical reflection and discussion, writing and planning. Care in the planning of lesson content for the support of pupils with special educational needs, plus the very able, will ensure that they are provided with adapted learning goals that suitably match their ability.

Teaching at Hilltop

Teachers at Hilltop stimulate activities through a wide range of resources and visual aids for the children. Art is a great way for cross curricular links, as it adds to children's experiences and depth of understanding in other areas of their learning. From creating their own artwork and looking at the artwork of famous artists linked into their topic. Art and design allow the opportunity for children to develop their skills of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meaning. Art also allows the children to develop their skills in drawing, painting, sculpture and craft and design using a variety of materials.

Teachers will:

- Share clear learning intentions.
- Use careful questioning.
- Stimulate discussion among pupils.
- Provide learning experiences in which ideas are shared.
- Guide pupils' decision making sensitively.
- Model expressing ideas and feelings.
- Encourage children to express ideas and feelings.

A rich variety of starting points are provided e.g.:

- Observation of natural and made objects.
- The school grounds.
- The work of other artists.
- Stories.
- Poetry.
- Moving images.



- Pupils own experience.
- Music
- The work of illustrators.
- Landscapes

Individual, co-operative group work and class teaching are used as appropriate. The emphasis on our teaching of Art is on practical experience. Tools and materials are organised in a way that makes them accessible. Children are increasingly encouraged to take responsibility for the care and storage of tools and materials.

Using the Development matters/Early years frame work and national curriculum as a guideline, each key stage then builds on the skills and concepts taught in the previous years.

Progression can be achieved by:

- Increasing the range of experience, materials and processes, building upon previous knowledge and understanding.
- Increasing the level of challenge and expectation of achievement.
- Continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions.
- Encouraging deeper contemplation and reflection of their own work and that of others. Increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity, special educational needs or disabilities. An appropriate time for art will be provided for all pupils.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of others within a broader art context.



The programmes of study for each Key Stage have been developed into skills maps for each year group. Teachers plan with reference to the skill coverage and building upon prior learning.

During each Key Stage children will have opportunities for:

- Observational drawing.
- Painting.
- Printing
- Sculpture
- Learning about other artists

And for exploring the visual elements of Art:

- Colour.
- Tone.
- Line.
- Pattern.
- Texture.
- Shape.
- Form.
- Space.

Excellence in Art and Design is celebrated in display, including:

- Suitably mounted displays in the classrooms and throughout the school.
- Presentation and display of artwork in assemblies and on other public occasions.
- Whole school projects.
- Competitions.
- Posting onto our schools social media platforms.



Health and Safety

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy.

Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Pupils are asked to provide their own overalls and spare ones are available. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature. Secure storage of specialist materials such as electrical tools, dyes, glues and glaze materials will be provided. Guidance will be provided for parents on cleaning the spillage of paint from pupils' clothes.

It is the duty of every member of staff to:

- Ensure that pupils learn in a safe environment
- Ensure that all materials and equipment are stored appropriately and are accessible by pupils as required.
- Ensure that all cutters have guards and are only used by staff.
- Teach pupils to carry scissors properly, holding them by the blade.
- Supervise young children carefully when handling long paintbrushes.
- Ensure that staple guns are only used by adults and pupils only use proper removal tools.
- Ensure that pupils move around in an orderly manner.
- Clear up spillages immediately.
- Ensure that Art and Craft areas are kept in a clean and organised manner.
- Clear sinks and draining boards so that cleaners can clean these areas.

Assessment, Recording and Reporting

Opportunities for assessment will be identified when planning. Their work is to be evident in their Art sketch books, if work is not recorded then a photograph needs to be taken. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self assessment, as appropriate. Teachers will record key aspects of pupils' progress throughout the year.



Reporting to Parents

This takes place regularly at parents' open evenings and annually through a written report. At the end of each year teachers will make summative assessments of the attainment and progress made by pupils against the National Curriculum programmes of study for each attainment target and use these as the basis for reporting to parents. At the end of each key stage we assess pupils' attainment and report to parents against the end of Key Stage descriptions for art.

Resourcing

- Class resources are stored in classrooms
- Central resources are stored in the main stock cupboard located in the KS2 department.
- Books for Art are stored in the KS1 cupboard.

Review

The effectiveness of the teaching and learning in art and design will be regularly monitored by the leadership team and the art subject leader. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated. This policy will be reviewed every 2 years.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					