



# GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

## Art Policy 2023-2024

**Updated: Autumn 2023**  
**New Review: Autumn 2024**

Approved by the Local Governing Board on 6<sup>th</sup> February 2024

A handwritten signature in black ink, appearing to read 'J. Dempster', is written in a cursive style.

Signed by: Mr. James Dempster  
Position: Chair of the Local Governing Body

**Art Policy**  
**Last updated: Autumn 2023**

**Art at Glebe: Intent Statement**

At Glebe Primary School, we have created an **ART** curriculum as part of our **whole schools value-based curriculum**. Through art children are encouraged to express themselves artistically and creatively whilst developing their visual literacy (the ability to read, write and create visual images). Art is taught across the school as a planned unit of work including; learning about the vocabulary linked to their art unit (**sculpture, painting, textiles, drawing or printing**) as well as an artist, or type of art, and their artwork. We believe it is important to teach the children about a range of artists as well as significant artists in history. We are continually making adjustments so that children see a **diverse** range of artists from different places and backgrounds. Following on from vocabulary and the artist 'detective' work, the children learn/develop the relevant **artistic skills** which they are **challenged** and used to **inspire** their own **creative design** and final piece for the art unit. There are many opportunities for the children to **practise** and use the skill during the 'development of skill', 'imitation or artwork' and 'creating' parts of each unit. Children then have an opportunity to respectfully **evaluate** their own and each other's artwork. Throughout a unit of work, the children will **RAP** (review and progress) various aspects of previous learning in art, this reinforces our 'spiral curriculum'. Through our two-yearly spiral art curriculum, we aim to provide the children with a range of **art-based valued experiences** which will enrich and develop their artistic knowledge and skills. Once children have completed their primary school journey, every child should have experienced each skill (sculpture, painting, textiles, drawing or printing) three times with different artists and different zoomed in focuses.

**How we teach Art at Glebe**

At Glebe, our approach to teaching art begins in Early Years Foundation Stage (EYFS) as an introduction to different art mediums through play and stories. As children progress through each two-year cycle, they have the opportunity to experience all six styles of art. In Years 1, 3, and 5, the focus is on textiles, painting, and sculpture, allowing children to delve deeper into these specific areas. In Years 2, 4, and 6, the emphasis shifts to sketching, printing, and collage, providing a comprehensive exploration of these techniques. By structuring our curriculum in this way, we ensure that every child has the opportunity to develop each skill three times throughout their education at Glebe, this we call the 'spiral curriculum'.

Each unit of study incorporates the exploration of different artists from diverse backgrounds and cultures, enabling children to make comparisons and gain a broader perspective on the world of art. This approach not only fosters creativity but also encourages empathy and an appreciation for different artistic voices.

**Art in the Early Years**

In our early years' education (EYFS) program, we prioritise teaching art to children by introducing them to various mediums through playful activities and engaging stories. We believe in providing regular opportunities for them to utilise art materials in their everyday learning. Through these experiences, they learn to explore different media and materials, including the process of mixing colours. We encourage them to select appropriate tools and techniques to shape, assemble, and join the materials they are working with. Moreover, we encourage them to experiment with different textures and manipulate materials in order to achieve their desired outcomes. In addition to exploring various media and materials, we also foster their imagination by allowing

them to represent their own ideas, thoughts, and feelings through design and technology, art, music, dance, role play, and storytelling.

### **Art within KS1 and KS2**

At the end of each Key Stage, our aim is for each child to have hands-on experience in each of the six art mediums, namely painting, sketching, printing, sculpture, collage, and textiles. Additionally, we strive for children to acquire new vocabulary with each unit and to become familiar with a diverse range of artists from various backgrounds. Moreover, we encourage children to start comparing artwork and artists.

By the end of primary education, we want children to have been exposed to an exciting and inspiring art curriculum that motivates them to continue creating in higher education and in their own personal time. It is our goal for children to have a broader knowledge of artists from diverse backgrounds, to have gained extensive experience in utilizing each medium to develop their skills, and to be able to discern and compare different artists and their artwork across various skill sets. Furthermore, we expect children to have acquired art-specific vocabulary related to each unit and to have a more general understanding of art terminology.

### **Art modifications**

In order to cater to the diverse needs of students with Special Educational Needs and Disabilities (SEND) in primary art, we implement a range of modification strategies. Firstly, we provide visual aids and step-by-step instructions, ensuring clarity and allowing students to follow along easily. We also offer multisensory experiences, allowing students to engage with art through touch, sound, and movement. Additionally, we adapt materials and tools to accommodate different abilities, such as providing alternatives for those with physical challenges. We provide extra time and support, ensuring that students with additional needs have sufficient opportunities to complete tasks. Furthermore, we encourage creativity and self-expression, focusing on individual strengths and celebrating unique perspectives. Overall, our aim is to create an inclusive and empowering environment for all students, fostering their artistic development and nurturing their confidence and self-esteem. Our focus here is to ensure all children are able to access art in any form regardless of any barriers to learning.

### **Assessment and Monitoring within Art**

When it comes to the assessment of art, we strive to provide children with opportunities to not only create artwork but also to analyse and critique their own work as well as the work of their peers. Through self-reflection and peer evaluation, children develop the ability to assess the strengths and areas for improvement in their art. This process helps foster their critical thinking skills and encourages them to take ownership of their artistic growth. Additionally, we regularly provide opportunities for children's work to be assessed and critiqued by both their peers and the teacher. This wider curriculum assessment helps in identifying individual progress, areas of development, and providing constructive feedback. This assessment is based on knowledge organisers – four to five statements that the children need to know – at the end of each unit e.g. 'I know who my key artist is' and 'I know the primary colours are red, blue and yellow.'

By involving multiple perspectives in the assessment process, we ensure a well-rounded evaluation that allows children to grow and improve their artistic abilities. The Art leader also completes book looks, pupil interviews and lesson visits to ensure art is being taught to the highest standard.

### **Extra opportunities within Art**

At Glebe we have extra opportunities within Art. We have art competitions which allow children to showcase their creativity and artistic skills, fostering healthy competition and motivating them to continually improve. Last year, we had the Black History month competition and the local council Christmas card competition. These events also provide a platform for children to gain recognition and appreciation for their artwork both within the school community and beyond. Art Week, a dedicated period focusing on art, provides immersive experiences where children can explore various art forms, experiment with new techniques, and engage in collaborative projects. Due to the success of this in summer 2023, we have plans to do something similar this year too. We have also applied to the Brighton Children's Parade, hoping to make this, once again, a yearly tradition for Glebe Primary since the break during Covid-19. The Children's Parade offers the chance to showcase artwork in a public setting, fostering a sense of pride and confidence in their artistic abilities. These additional opportunities go beyond the regular art curriculum, enabling children to further explore their passions and reach their artistic potential.