



# The Importance of Art

## Our Art Intent:

At Kington Primary School we are committed to providing all children with learning opportunities to engage in art and design.

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding, pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

## The National Curriculum (2014) for art aims to ensure that all pupils are able to:

- Enable all children to have access to a varied range of high quality art experiences
- Provide an imaginative, innovative and coordinated art programme which will foster enthusiasm for art and design amongst all the children
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- Stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- Help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- Inspire confidence, value and pleasure in art
- Cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- Teach children to express their own ideas, feelings, thoughts and experiences
- Develop children's design capability
- Enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

## Outcomes

By the end of their time with us we would like the children to have created art both individually and in collaboration with others using a wide range of materials and techniques from drawing, collage, printing, painting, IT and 3D including textiles. The children will have studied and used as inspiration a wide range of artists both male and female and from a variety of countries, times and cultures. In addition we aim for the pupils to visit art galleries to view the art of artists both local and further afield, as well as inviting artists into school to work with our pupils.

## Implementation of the Art Curriculum

We carry out curriculum planning in art in three phases (long-term, medium-term and short-term). Our Art curriculum is delivered using the EYFS Statutory Framework 2025 and the 2014 National Curriculum Programmes of Study for Art as a tool to ensure appropriate pace, progression and coverage of the subject.

### Foundation Stage

Expressive Arts and Design is a key area as laid out in the statutory framework for the EYFS 2025. This forms the starting point for planning for art throughout both Nursery and Reception. Throughout the EYFS, children are encouraged to explore colour, texture, form and function while developing creative, imaginative skills.

### Key Stage 1 and 2

The Programmes of study for Art are set out year by year for Key Stages 1 and 2 in the National Curriculum (2014). This is further enhanced by the project pathways available from Access Art. Having trialled these resources they are now in use school wide (KS1 – KS2) from September 2024.

### Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will be taught to use sketch books.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?', 'What do I think about it?'

### Key Stage 2

Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

- Children will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Children will develop the way in which they use their sketch books to record their observations and use them to review and revisit ideas.
- Children will be given opportunities to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Children will learn about great artists, architects and designers in history.

### Cross curricular opportunities

We look for opportunities within our topics to offer meaningful links with the art curriculum and understand that whilst our topics can offer a variety of starting points for creative projects we must also provide the children with Art lessons that focus on the development of Art as a discrete subject and set of skills.

### Teaching and Learning

The approach to the teaching of Art within the school is based on:

- A flexible approach is taken to the delivery of art but most art is delivered in six one hour lessons per term. In addition, all pupils from Y1-6 attend a half day of Art Enrichment each year.

We use Access Art to plan three discrete art topics per year. During the 'non-art' half term we aim to engage the children in short weekly sketching and drawing activities. The plans for these sessions is also available on the Access Art website.

Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. In autumn term our plans focus on drawing and a sketchbook based project, in spring we look at surface and colour and our summer-based projects are 3D.

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, critiquing and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to critique their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable adapted learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are adapted by task, expected outcome and/or support from peers or adults.

### **Inclusion and equal opportunities**

All children are provided with equal access to the Art curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. All children will have their specific needs met through adapted work where appropriate.

### **Resources**

There are a wide range of resources to support the teaching of art and design across the school. All pupils from Y1-6 have their own sketchbooks. A range of resources such as sketching pens and pencils, Brusho, different types of paint, a variety of brushes, printing inks, clay boards, modelling tools etc. are all stored in Year 1. Cartridge paper, sugar paper, card and tissue paper is kept centrally in paper drawers found in the meetings room and at the end of the KS1 corridor. We work alongside community artists such as Marches Makers.

### **Assessment**

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

### **Marking and presentation**

Teachers are expected to adhere to the school's marking policy when marking books and presentation policy when guiding children as to how to present their work.

### **Impact - Monitoring and Evaluating the Art Curriculum**

The subject co-ordinator, alongside the senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through sketchbook scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions, monitoring of displays and audit of resources.

### **Review**

The art policy will be reflected in our practice. The policy will be reviewed annually.