

# MERIDEN CHURCH OF ENGLAND PRIMARY SCHOOL



## ART POLICY

At Meriden CE Primary School we wholeheartedly agree with the philosophy of the National Curriculum that Art, craft and design 'embody some of the highest forms of human creativity.' (N.C. 2013) 'Our high-quality art and design education will create opportunities for pupils to explore many different aspects of making, helping pupils understand the way that art connects us with our past, helps us embrace the present, and empowers us to shape our future. By exploring why art is relevant to our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.' (Access Art 2023) We subscribe and teach 'The Access Art Curriculum', 'which is knowledge-rich, enabling pupils to learn a wide range of skills, developing understanding and showing clear progression. The curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners, which will hold them in good stead whichever direction their learning takes them.' (Access Art 2023)

The Council for Subject Associations accredits the Access Art website. Through this website many artists have worked together with educational experts to create a supportive, rich and diverse Primary Curriculum. The curriculum is flexible and changeable according to need. Access Art aims to 'set a benchmark for excellence in art teaching, so schools can feel proud of their creative curriculum, and pupils and teachers enjoy the journey and outcomes.' (Access Art 2023)

### Aims

We aim to:

- Provide a stimulating environment that fosters aesthetic awareness and promotes a positive attitude to art.
- Develop personal confidence in making art which results from the child understanding that what they produce will be valued and appreciated by others.
- Develop inter and intra personal skills so that children can work independently and in collaboration with others.
- Develop skills and techniques associated with investigating and making art i.e. techniques in the manipulation of media, materials and tools which should be developed in an exploratory way.
- Develop visual awareness and the vocabulary to explain what they see in regard to their understanding of line, tone, colour, texture, pattern, shape, form and space – so that they will be able to express themselves effectively.
- Develop the ability to analyse and make informed, reflective and critical judgements about their work, the work of their peers as well as other artists, craftspeople and designers.
- Expand children's knowledge of particular artists and their ability name them along with their famous pieces.
- Generate a positive response which shows understanding of the diversity of art, craft and design across time and place.
- Recognise the part art plays in all other subjects.

### Curriculum

The 'Split' Access Art Curriculum has been devised for schools who currently teach art for half a term and then Design and Technology the other half of the term. The areas of focus are: Drawing and Sketchbooks, Surface & Colour and Working in Three Dimensions. These areas are followed by the whole school, one

area per term in this order. Teachers select the pathway they would like to follow from a selection given for each area for every year. Here is the Meriden Curriculum Overview for 2023-2024.



Meriden CE Primary School  
Art Curriculum choices from the Access Art Scheme.

Year	Autumn	Spring	Summer
	Drawing & sketchbooks	Surface and Colour	Surface & Colour Working in Three Dimensions
Year 1	<b>Spirals</b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	<b>Simple Printmaking</b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	<b>Making Birds</b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.  Even 2 x 10 minutes a week will help ensure the continuation of sketchbook and drawing skill development.
Year 2	<b>Explore &amp; Draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<b>Expressive Painting</b> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark-making to create abstract still life's.	<b>Stick Transformation Project</b> Explore how you can transform a familiar object into new and fun forms.
Year 3	<b>Gestural Drawing with Charcoal</b>	<b>Cloth, Thread, Paint</b>	<b>Telling Stories Through Drawing &amp; Making</b>

	Making loose, gestural drawings with charcoal, and exploring drama and performance	Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
Year 4	<b>Storytelling Through Drawing</b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	<b>Exploring Pattern</b> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.	<b>Sculpture, Inventiveness &amp; Determination</b> What can artists learn from nature?
Year 5	<b>Typography &amp; Maps</b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<b>Mixed Media Land &amp; City Scapes</b> Explore how artists use a variety of media to capture spirit of the place	<b>Architecture, Dream, Big or Small?</b> Explore the responsibilities architects have to design us a better world. Make your own architectural model.
Year 6	<b>2D Drawing to 3D Making</b> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome	<b>Activism</b> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	<b>Shadow Puppets</b> Explore how traditional and contemporary artists use cutouts and shadow puppets.

## The Foundation Stage

In order to prepare children for the pathways in the KS1&2 Primary Art Curriculum, Access Art have many activities for Foundation age children to explore. The resources in this section are grouped around 7 areas of exploration:

- What Can We See?
- How Can We Explore Colour?
- How Can We Build Worlds?
- How Can We Explore Materials & Marks?
- How Can We Explore 3D Materials?
- How Can We Use Our Bodies To Make Art?
- How Can We Use Our Imaginations?

The aim of these resources is to help give pupils opportunities and experiences which enable pupils to:

- Build dexterity
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making
- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives.

Teachers are encouraged to select the activities they think their children would enjoy, and which they would enjoy facilitating. Teachers choose at least one activity from each area of exploration to balance out 3D making with 2D opportunities such as drawing, printing or painting. For details of the activities chosen by the teachers this year please see the EYFS art coverage grid on the art webpage.

When not doing one of the specific Access Art activities children are free to play with art materials through continuous provision. They play independently or with friends, with different media and materials including recycled materials. These activities are available indoors and outdoors and always attract the children's interest and curiosity..

## Assessment and recording

In EYFS assessment is light, holistic and formative thinking in terms of simple criteria which might be applied to each activity:

- **Connection** Is the child able to make a connection between the world, materials and ideas (whatever form that connection takes)?
- **Enthusiasm** Has the activity engaged the child? Is it relevant and enabling?
- **Dexterity** Is the child able to practise and progress dexterity skills to help them connect head, heart, hand?
- **Materials** Is the child able to explore materials in a playful, explorative way?
- **Articulation** Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?

Observations of the children at work, their progress and their creations are documented on the school EYFS 2Simple EvidenceMe account.

In KS1 & KS2 on completion of a project children must have a final piece photo taken individually on Seesaw where they also verbally evaluate it and others work from the topic using the features on the Seesaw App. These videos are then added to the art folder for their year group. Their physical work is displayed if possible and then taken home to be enjoyed and celebrated. The sketchbook they have used to develop their skills towards the final piece is kept in a cardboard folder in their desk until the end of the year as a record of their learning. The Subject Leader will record some examples of these in photograph form as evidence of the journey taken towards the final piece recorded on Seesaw.

Work in Art is assessed through judgements of skills shown through sketchbook use and final pieces as well as the ability of the children to evaluate their work, talking about their work next to others and the original artist as well as their use of the vocabulary taught.

At the end of a term the teacher makes a summary judgement about each child in relation to the N.C. expectations. This is then documented on the Art assessment tracker and analysed by the subject leader to see year group performance, areas of concern or excellence or any trends that mean certain 'types' of pupils need support. Trends are recorded in the subject SEF and communicated to staff. Information on a child's progress in Art will be communicated to parents through the final report at the end of each academic year.

## Resources

Consumable resources and specialist tools and equipment are stored in the centrally located, locked (to children) art cupboard or in the subject leader's classroom cupboard.

## Health & Safety

All subjects are taught with reference to the school Health and Safety policy. Risk assessments are carried out as appropriate by the class teacher and pupils where appropriate. Staff will take care to talk about correct and safe use of tools and equipment prior to allowing an appropriate number of pupils access to these. Pupils and staff working with media that might stain clothing must wear aprons designated for art. All jewelry will be removed and hair tied back if appropriate.

## Equal opportunities

Art teaching reflects that all pupils have equal access to a full range of educational opportunities; regardless of family income, gender, race or religion. Where a voluntary contribution is needed to pay for resources all children will have access to these resources regardless of if the contribution has been made or not, unless lack of contributions means the whole project has to be altered.

Signed:

Mrs Julie Dorney

Date to be reviewed: July 2025