



Art

2024-2025

Introduction

Art and design stimulate creativity and imagination. It enables children to communicate what they see, feel and think through the use of colour, pattern, texture, line, shape and form using a range of different materials and processes. The teaching of art develops pupils' ability to view, reflect and appreciate a wide variety of art and to make judgments about artistic quality. The children can explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art they can explore the impact it has had on contemporary life and that of different times and cultures.

Aims

Pupils are encouraged to develop their skills and techniques across the following 5 media:

- Pen and ink,
- Clay,
- Dry powder paint,
- Fabric
- Pencil.

The national curriculum for art and design [aims](#) to [ensure that all pupils](#):

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Objectives

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Organisation & Planning

Art and Design is taught in Key Stage 1 through cross-curricular work and discrete sessions where appropriate, following programmes of study from the *National Curriculum*. The medium term planning identifies the art experiences children have access to each term. In Foundation stage, Art and Design is taught following *Practise Guidance for the Early Years for Foundation Stage* in creative development, exploring media and materials and being imaginative.

Children will have the opportunity to practise a skill and learn vocabulary associated with that skill for all media before producing an end piece of work.

Teachers will:

- Share and refer to the learning objectives and the success criteria with the children during each session.
- Use a variety of teaching styles to address all of the children's preferred learning style.
- Provide rich learning environments which encourage and value creativity.
- Plan stimulating, exciting and real life lessons/activities using the objectives from the National Curriculum.
- Plan for cross-curricular links where possible.
- Assess progress using statements linked to National Curriculum expectations.
- Provide opportunities in learning for children to secure or apply the knowledge learned.
- Update subject yearly overview.

Children will:

- Engage in practical tasks/activities linked to Art and The Arts.
- Become familiar about the work of a range of artists, craft makers and designers.
- Develop confidence and skill using the 5 chosen media.

Support staff will:

- Be included in staff training for Art and The Arts where appropriate.
- Be given clear direction and responsibilities by the class teacher during art activities.
- Model the correct processes and techniques for using each media.
- Remind the children of the learning objectives and the success criteria.
- Use the correct vocabulary when working with the children.

Classroom Environment and Resources:

- Resources for Art are centrally stored however access to the 5 chosen media will be readily available within each class.
- In all classrooms there will be opportunities for children to practise, consolidate and apply their learning in different contexts.
- A wide range of books on art topics, artists and designers are available from the library.

Celebrations

- Art work is displayed within the classroom and on corridor walls.
- Special mention certificates may be awarded for progress, achievement, attitude or effort in art sessions.
- Evidence of the developing of skills and applying skills to pieces of work will form part of the children's termly work folders.
- Teachers may draw attention to good examples of individual performance as models for other children.
- School will participate and showcase skills and artwork during The Picture This event and continue to work towards gaining further Artsmark awards.

Progress and continuity

The Early Years Foundation Stage will use the *Practise Guidance for the Early Years for Foundation Stage*. Key stage 1 will use the objectives in the programme of study from the *National Curriculum* to plan sessions in a progressive way, ensuring that there is an increasing challenge within the 5 chosen media as the children move up through school. Art books will show where the children have practised a range of skills in preparation for their end piece of work.

Feedback to Learners

- Feedback to learners should be immediate and identify the next steps for children to take their learning further.
- Feedback will be mostly verbal between the learner and the teacher.
- The learners are to assess their own progress through learning stops, reflection time and end of session reviews and are to identify their own next steps for learning.
- Teachers are to support learners to remember the identified next steps at the beginning of a session when the session is to follow-on.

Role of the Governing Body

- Be informed of the Art curriculum, review and challenge any curriculum updates relating to Art.
- To work alongside subject coordinator to monitor, and discuss progress and attainment across the school.

Role of the Head teacher

- To develop and promote a balanced approach to art across school.
- Ensure appropriate resources, training and support is available to staff members to ensure they are able to carry out their roles effectively.

Role of the Subject Leader

- Review and develop the school Art policy.
- Take responsibility for the purchase and organisation of central resources for Art.
- Keep up to date with developments in Art and share information, skills and good practise with colleagues as appropriate.
- Monitor lesson plans to ensure coverage, differentiation and that lessons have appropriate learning objectives and success criteria and advise the Head Teacher on action needed.

Monitoring & Evaluation

- Formative assessment is carried out informally by teachers on a day-to-day basis and through open ended activities.
- Summative assessments in Key Stage 1 are to be made termly using the agreed assessment tool and ensuring coverage has been achieved against the medium term planning. In Foundation stage summative assessments are to be made using profile points for creative development, exploring media and materials and being

imaginative. Formative assessments will be collected through documented observations.

- The art and design subject leader will keep evidence of the children's work in a portfolio. This will demonstrate what the expected level of achievement is in art and design in each year of the school.

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

This policy will be reviewed in the Summer Term 2025.