

Unlocking the Potential for Everyone to Flourish in the love of Christ.

'But I am like an olive tree flourishing in the house of God.' Psalm 52:8



Art Policy
September 2025

Art and Design Policy Document.

Rationale

Art and design stimulates creativity and imagination as well as providing an outlet for individual artistic expression. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and a range of materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They 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. Finally, the appreciation and enjoyment of visual arts enriches all our lives.

Aims and Objectives: -

- 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
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Whole school planning

There is progression through the school, of skills, techniques, media and equipment. The programmes of study form a framework for what is actually taught.

A whole school approach has been provided for learning about the work of various artists.

Each class will look at a minimum of three artists and their work per year in some depth – in addition to any other artist or art works which may appear in cross-curricular subject areas.

Lancashire's progression document is used throughout school

It is expected that the work of each year group will cover the following aspects of the National Curriculum breadth of study allowing all children to use a range of materials and processes to enhance learning in Art and Design.

EYFS - Provision

In the Foundation Stage, children follow the Early Years Foundation Stage Curriculum. The Early Years curriculum focuses on 3 'prime' areas of learning and an additional 4 'specific' areas of learning. Art and Design is part of 'Expressive Arts and Design', which is a 'specific' area of learning. During this stage, children sing songs, make music and dance, and experiment with ways of changing them. In addition, they use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key stage 1

Pupils will be taught:

- 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
- 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.

Key stage 2

- Pupils should 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.
- Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Assessment

The children's work during Art and Design is assessed by reviewing the progression of work over a curriculum unit in topic and sketch books. Evidence may be sketches, drawings, experiments with media, idea recording, planning, comments written by students about their work or photographs of children during lessons, pictures the children themselves take as inspiration or photos of the final pieces of work. Work is assessed using the Lancashire KLIPS.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. These include: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. We recognise that children have differing abilities, and all teachers provide suitably adapted learning opportunities to suit children's needs. This is achieved through a range of strategies, including:

- providing a range of challenges with different resources,
- using additional adults to support the work of individual children or groups.

Monitoring and review

The monitoring of the standards of children's work and the quality of the teaching in Art and Design is the responsibility of the Art Subject Leader and Curriculum Leader. Strengths and areas for development in the subject are regularly reviewed through monitoring plans, meeting with teachers, learning walks and monitoring the topic and sketch books. Yearly assessments are collected from each class teacher.

Health and Safety

The health and safety of our children and staff is paramount. The adult in charge should ensure that they minimise risks at all times by considering any factors which may pose a risk e. g. the environment, equipment and people involved.