

# Art Policy

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**CAPTAIN WEBB PRIMARY SCHOOL**

Curriculum

## Document History

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## Introduction

Art and Design is a subject within the National Curriculum (September 2013). This policy is a statement of the aims, principles and strategies for the teaching and learning of Art and Design at Captain Webb Primary School. A high-quality Art and Design curriculum will help to engage, inspire and challenge pupils. We believe that an Art and Design education should be for everyone because it stimulates creativity and imagination. It enables children to communicate what they see, feel and think through the use of colour, texture, pattern, form and different materials and processes. This will promote enjoyable, memorable learning experiences and develop an individual's spiritual, moral, social and cultural understanding of the world in which they live.

Our Art Curriculum is a progressive programme that allows children to:

- Develop creativity
- Develop knowledge of art from around the world
- Build resilience
- Express individuality
- Have confidence
- Be successful

## Aims of Teaching

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

At Captain Webb Primary School, we believe that Art and Design will help to engage, excite and empower our pupils. We aim for children to leave our school learning and progressing in the key elements of art and a range of artists.

## Teaching and Learning of Art

Children will experience an exciting and varied art curriculum which helps to develop their knowledge and skills. We ensure that children are given the chance to explore and evaluate a wide range of mediums and give them the chance to use ICT within their art. Children are given a key artist or art movement to research which will then help inspire them when they are creating their artwork. Children will be taught about a wide variety of artists from the three art paradigms (periods of art) – traditional, modern and contemporary throughout their time at Captain Webb Primary. All lessons have clear learning objectives, which are shared with pupils before the lesson. Our lessons are linked well to the topic being taught which encourages children to bring knowledge from other curriculum areas to help develop and create their piece of art.

Children are taught Art and Design by the class teacher as a whole class. Sometimes, children have the opportunity to visit local areas to see artwork or given the opportunity to visit artists and crafts people.

We believe that everyone is entitled to an Art curriculum and should be able to access it. We recognise that we have children of differing ability in all our classes, and so we provide suitable 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:

- Providing a variety of research material when researching an artist or art movement
- Setting common tasks that are open-ended and can have a variety of responses
- Displaying our key art vocabulary for all children to see (pre-teach to children who would benefit)
- Using additional adults to support the work of individual children or small groups

Children in each year group will be taught Art for three half terms each year (the other three half terms will be dedicated to Design and Technology). Children will be taught this as a week to two week block of lessons, following the whole school Art journey.

### Programmes of Study

#### *EYFS Stage*

Art within the EYFS is noted within the Expressive Arts and Design: Creating Materials section in the Birth to 5 Matters (2021) Document. It states that children should:

- Enjoy and respond to playing with colour in a variety of ways, for example combining colours (4)
- Continue to explore colour and how colours can be changed (5)
- Develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience (5)
- Use their increasing knowledge and understanding of tools and materials to explore their interests and enquire and develop their thinking (6)
- Develop their own ideas through experimentation with diverse materials, e.g. watercolours, powder paint, to express and communicate their discoveries and understanding (6)

\*Numbers in brackets is the Range

The Development Matters documents states that: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### *Key Stage 1*

In Key Stage 1 Pupils should 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*

In 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.

## Foundation Stage

We encourage 'Expressive Arts and Design' within our Foundation Stage. Continuous art provision is readily available to the children, as well as teacher initiated activities. We provide a rich learning environment to help encourage and value creativity. Children experience a wide range of media and learn skills in a variety of different activities. These activities usually link to the theme or topic book at that time. Children will be provided with resources and will be encouraged to design and develop ideas independently. Progression is appropriately planned out from our 2 year old room through to Reception to prepare children for Art in KS1. Please refer to our Art Progression and Skills EYFS document.

## Key Stage 1

In Key Stage 1, children are exposed to a variety of artists and skills. They cover drawing, painting, sculpture and collage while being taught the knowledge they need to develop their skills. Please refer to our Art Progression and Skills document to see what knowledge and skills children are taught in specific year groups.

## Key Stage 2

In Key Stage 2, children are exposed to a variety of artists and skills. They cover drawing, painting, sculpture and collage while being taught the knowledge they need to develop their skills. Some children also have the opportunity to use ICT in their art work. Children are encouraged to use their knowledge from KS1 and other year groups to help develop their art skill. Please refer to our Art Progression and Skills document to see what knowledge and skills children are taught in specific year groups.

## Planning

Art and Design is a subject in the National Curriculum. Our Art Curriculum has been designed to ensure that both the disciplinary knowledge, substantive and procedural knowledge is built upon year on year. The art curriculum at Captain Webb Primary School was planned by the Art Subject lead to ensure a consistent planning approach to the subject. However, teachers are encouraged to regularly check that the planning is suitable for their current cohort and make any adjustments that may be needed. Every art unit follows the

following structure:

1. Art Gallery – Looking at many pieces of art from a focus artist
2. Exploration of other artists
3. Introduction to new knowledge or skill (experimentation)
4. Evaluation of mediums or methods
5. Creating a plan
6. Creating their final piece
7. Evaluating
8. Acting upon evaluation
9. Comparing Artists (KS2 Only)

These are the main lessons that every unit follows. There may however be extra lessons planned in to consolidate learning e.g. introduction of primary and secondary colours, introduction to tone and tint etc.

The aim of our teaching is to build on knowledge that has been taught in previous year groups as well as developing new knowledge and skills. Previously taught knowledge can be found on our Art Progression and Skills. The knowledge and skills document is split into the key forms of art that we study (drawing, painting, collage and sculpture) which helps to show the progression through the year groups that it is taught. We believe that following this structure will help children to know more, remember more and therefore learn more.

#### Cross-Curricular Links

Cross-curricular opportunities are used to encourage children to use their creativity knowledge in all areas. Strong cross-curricular links are made throughout Art and Design units, with each unit linking to a purposeful project based on the classes Theme topic. In some art lessons, ICT is used whilst in ICT, Art is used to help developed ICT understanding. Art and Design also contributes to the teaching of Mathematics by being given the opportunities to further develop their understanding of shape and size through the work of 2D and 3D dimensions. We also encourage speaking and listening within Art (Cross-Curricular Link to English). Here children are given the opportunity to talk about their artwork, the inspiration for their artwork, what they like and what they could improve on next time.

#### Assessment

Assessment in Art is an integral part of teaching and learning and is used to help teachers help children. It reviews the skills that are applied by pupil to demonstrate the knowledge and understanding that has been developed. At the beginning of every new Art unit, teachers assess children's prior learning and can address any misconceptions immediately before starting new learning.

- Formative assessments of art, and the knowledge developed by children, is assessed by the teacher continuously throughout every lesson and in the moment. This happens through observations and verbal feedback. From this, teaching can be adapted to further learning when misconceptions have been identified. During the experimentation process of Art, teachers assess children's knowledge by looking at annotations in their sketchbooks. Assessment in art is an 'on going conversation'. This can be done on a 1-1 basis or whole class by sharing work with everyone.
- Summative assessment is carried out at the end of each unit of work (the final piece), the key knowledge in Art is checked. This is done by ensuring children have used key knowledge and skills that have been previously taught. In KS2, after completing all three art units in their year, children will

compare the differences between modern, contemporary and traditional art (disciplinary knowledge). Each child is assessed against statements relating to their art unit, where the art co-ordinator will monitor these and make adaptations to the curriculum if appropriate.

### Equal Opportunities

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. All teaching and non-teaching staff are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience an art curriculum that is at an appropriate and challenging level. Children are encouraged and supported to develop their Art and Design capability by using a range of materials. Children have the opportunities to study male and female artists and will learn and explore other cultures, celebrating different cultural traditions and study a range of art movements.

### Health and Safety

In order for children to remain safe when using the variety of tools needed in Art, children need to develop a knowledge and understanding of safety procedures and rules. They will be shown and they will be taught how to use art materials, tools and equipment safely. Pupils will always be supervised by an adult when art lessons are undertaken. Children are taught how to clean and tidy equipment away in age appropriate ways. Each teacher is responsible for matters of health and safety within their own classroom, regularly assessing the classroom itself, equipment, storage as well as the suitability of tasks to the age group of children. Extra precautions are taken for batik art units and sculpture art units when involving sharp materials.

### Resources

Each year group has access to art resources in school. These resources are situated in the Art cupboard. It is the role of the Art Subject Lead to ensure that the art cupboard is well stocked and that resources are readily available for each unit taught.

Children are encouraged and expected to use the art resources and materials with safety and respect. Children are not allowed to enter the art resource cupboard (unless supervised by a member of staff). All staff have the responsibility to ensure the art cupboard is kept tidy, and all resources are placed back in the correct place as shown on the photo below:



### An inclusive approach

Art and Design has many benefits, which have a profound effect on learners. Not only through developing knowledge of art but, in addition the self-confidence that the nurturing creativity can bring. Our school creates

and inclusive environment, during Art lessons, by: considering the practical layout of the classroom, creating discussions allowing children to listen to other's ideas, explaining that experimentation is an opportunity to develop ideas and there is not one correct way to do this. Teachers also provide a variety of models to support children. There may be circumstances where pre-teaching is used, especially when new vocabulary is introduced. Small group learning is also encouraged for children who have special educational needs. It is important that all learners can actively participate in the best way possible. Appropriate adjustments will be made for pupils to help them overcome some of the barriers that may present themselves.

We will endeavour to recognise those pupils who show talent in Art and Design and whose performance is above that expected for their age in Art and Design. These pupils will be given opportunities and tasks to maximise progression and development in Art and Design.

Teachers Refer to the 'Whole School SEND Teacher Handbook' for guidance and support. -

<https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send>

#### Role of the subject leader

The Art and Design leader will monitor the teaching and learning of Art across the school, support and guide the practice of teachers and ensure a high-quality, broad and stimulating curriculum is being taught. The Art Leader will also monitor the standards of the children's work and ensure that all children are given equal access to our art curriculum. This will be done by observing lessons, book looks and the use of pupil voice. It is important that the art leader ensures there is continuity in the school and that all lessons teach appropriate knowledge to ensure progression. The subject leader will also attend relevant CPD and keep up to date with current developments within the subject. A range of good-quality art materials will be maintained in school and supplemented when needed. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum. It is the job of the Art Lead to ensure that these materials are well stocked and ready to be used.