

St Leonard's C of E Primary School

Art Policy



"This policy reflects the values and philosophy as outlined in the school's Mission Statement and should be read in conjunction with the school's Aims and Teaching and Learning Policy".

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality."

Quentin Blake, Children's Laureate

June 2025 – Andrea Vetrano

- **Intent**
 - Why do we teach our pupils?
 - Why do we teach art?
 - How will teaching art help us fulfil God's intricate plan?
 - What do we want to achieve?
 - Fruits
- **Implementation**
 - Statutory requirements
 - Teaching Approaches
 - Curriculum Overview
 - Skill progression
 - Time allocation
 - SEND, gifted and talented
 - Roles and responsibilities
- **Impact**
 - Assessment
 - Record keeping and reporting to parents
 - Monitoring and Evaluation
 - Action Plan
 - Review of policy

Intent

- Why do we teach our pupils:

Each of our children is a precious and unique individual, with God given talents and abilities, created to fulfil a special role in God's intricate plan for the world.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future".'

Jeremiah 29:11

- Why do we teach Art?

We teach Art so that children are able to express themselves in their own way, it allows them to widen their thinking and helps us to celebrate their own and others talents.

- How will our teaching of Art enable our pupils to fulfil the plan God has for them?

Teaching Art allows us to marvel in the creation of the world that God has created for us and admire and appreciate the natural beauty of the world. Expressing themselves through the media of Art will allow children to build confidence resulting in living healthy and happy lives.

- What do we want to achieve by teaching Art?

Through teaching Art, we would like pupils to achieve the basic art skills in the different areas; drawing, painting, printing and sculpture however we also want children to develop a love of art and appreciate their own artwork, that of their peers but also of artists around the world. We would like children to have experiences with different media and equipment as well. We would like children to develop their expression and build their self-esteem and pride through creating their own art work resulting in their positive wellbeing.

- How does the teaching of art impact on our aims for our pupils:

Aim:	What contribution does Art make to this:
Faith - develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)	- Develop the love of art and culture. - Retain hope from looking at the creation of the world - Develop patience through the building and developing of art skills

Relationships - flourish through strong relationships with themselves, each other, creation and God. (Luke 10:27)	- Develop relationships through appreciating and admiring other people's work
Uniqueness - have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)	- Develops expression which allows children to build self-confidence and explore their uniqueness in their own way
Intellect – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (Proverbs 3:13)	- Develop art skills and vocabulary/language – progression of the skills over the years - Discuss other people's historical influence and how this can affect our intellect and develop our own work
Treat themselves and others with dignity and respect maintaining a healthy body and thriving community. (1 Peter 2:17)	- Appreciating others work and respecting the work that has been produced even if their outcome is completely different to our own (linking to relationships) - Allowing ourselves to express ourselves in our own way to allow us to achieve a healthy mind and body
Salvation – have a recognition that we need to seek forgiveness through Jesus to become friends with God. (Ephesians 2: 8-9)	- Knowing that in Art, we can make mistakes and that this is ok. - Knowing that artwork is always perfect just like us and that God will be accepting of this.

Implementation

- Statutory requirements

The Foundation Stage

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. (Statutory framework for the Early Years Foundation Stage)

By the end of the Foundation Stage, children should be expected to attain the Early Learning Goals within this area.

Early Learning Goal: Creating with Materials.

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.

Key Stage One

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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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 Two

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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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.

- Teaching approaches

The Foundation Stage

The different aspects of the arts are encompassed within Expressive Arts and Design in the Foundation Stage Curriculum, however elements can also be found in other areas of learning: Physical development, Literacy and Mathematics. Staff use non-statutory document Development Matters to inform their planning.

This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated

learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in art lessons relating to the chosen topic/ theme and children's abilities and experience. Activities are planned using the Lancashire planning Scheme or chosen topic as a starting point and relate to a variety of cross-curricular links.

Our planning includes opportunities for:

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books
- first-hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school
- children to have the opportunity to look at the work of the great artists and learn about their style of art and the skills needed to replicate

- Additional approaches

P4C – Within school we adopt philosophy for children sessions which is an approach to teaching and learning, in which children take part in philosophical enquiry. It enhances thinking and communication skills, boosts confidence and self-esteem, and improves behaviour and well-being. During the sessions children can reflect their ideas through different forms and this can be through artwork or artwork can be the stimulus to prompt discussions.

Emotion Works – Within school we adopt emotion works which is a programme where children are able to develop their emotional literacy and wellbeing in school. Similarly to P4C sessions, children can reflect their ideas through different media in artwork.

Forest School – Children have access to regularly forest school sessions where they can complete outdoor learning. These outdoor learning activities can include experimenting with art in different ways including ephemeral art.

Thinking moves – The school adopts thinking moves in all subjects across all classes, this is where children are given a vocabulary for thinking and is a way of how the children can talk about how they think and allows us to work on the effectiveness of our thinking. The A-Z of thinking moves can be used in different aspects of art through reviewing artists work, looking at peers work, thinking about how we use the skills and how we apply them.

Educational Visits – We welcome artists to come in share their expertise with the children and also have had visitors in school who have been able to produce an art gallery in school where children can see their own work being hung and then it being bought.

- Curriculum Overview

Children in Key Stage One and Two are taught on a two-yearly cycle and each class has three units of art throughout the year. A Curriculum map of termly themes including skills covered, resources used and recommended artists. Coverage of the statutory requirements are over the two years of them within Key Stage One and over the four years whilst in Key Stage Two. Staff also use Lancashire KLIPs to ensure full coverage of the curriculum.

Skills progression - Progression in Art is shown in the different expectations at each key stage of Curriculum 2014. EYFS follow the Early Learning Goals for Expressive Art and Design which leads into the curriculum for Key Stage 1 and later into Key Stage 2. The skill progression document can be used as a reference point when planning and teaching units of work, drawing on later, or earlier skills to support and extend children.

Time Allocation - Art is taught three times yearly, once each term. During this half term, children receive one weekly art lesson.

SEND, Gifted and Talented - Art is for all children of all ages and abilities.

Opportunities are given to all children to develop their own ideas and individual response. We make appropriate arrangements for children with Special Educational Needs, such as physical impairment who may require the use of modified/special tools. The art curriculum should meet the individual needs including unique talents and skills as well as areas of difficulty. Quality first teaching should reflect the specific needs of the SEND pupils within each class and be adapted accordingly. Teachers use a wide range of personalised strategies and resources to enable all pupils to access the curriculum in subject area and achieve their full potential.

Role and responsibilities – The role of the subject leader is to advise and support staff in planning teaching and learning of art, support staff with art techniques and skills, monitor teachers' planning as part of on-going subject monitoring and evaluation of practice, use feedback from monitoring to develop an action plan for art with realistic and developmental targets, audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained, keep up to date on the use of art in the curriculum, promote art throughout the school, monitor use of the sketchbook throughout school, to monitor the displays throughout school and to report to the school governor on updates about the subject.

The role of the teacher is to ensure high quality art lessons are planned and delivered through the use of quality first teaching, they are to ensure that the lessons are resourced correctly, seek help if they need support with techniques or skills or if they need advice, ensure children are making progress with the skills throughout the unit and ensure work is evidenced.

The role of the governor is to ensure that the art curriculum is being delivered and to check in with the subject coordinator to ensure coverage.

Impact

- Assessment

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. At the end of each year a written report is given to parents about their child's achievements in art. We encourage children to evaluate their own approach, performance and practice. We encourage children to talk about their own work and the work of others. Time for this is included in the teachers' plans. Children will also be assessed at the end of the year with a judgement on whether they are attaining at their year level.

Teachers assess work through:- Observation of pupils at work, discussion and attainment of completed work. Informal recording of assessment, made by class teachers informs their planning and may be used to report to parents.

- Record keeping

Children are to be taught to create sketchbooks in which ideas are collected, developed, researched, and reviewed. The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making,

colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes. In early years, children are able to record their artwork in their learning journeys. Work should be dated with the learning objective so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook or learning journeys can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work

There are times where it is more appropriate to record on separate sheets of paper that can be stuck in at a later date.

The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips/ wheels from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

- Monitoring and evaluation

Children's work and planning will be monitored throughout the year. Work will be collected from each class throughout the year which shows a clear representation of the range of abilities within the class. This will allow the subject coordinator to see the progression of skills throughout the years.

Teacher's planning will be reviewed throughout the year to ensure that lessons are covering correct skills and being taught in the correct way as well. A sequence of lessons through a medium term plan will also be reviewed to ensure that skills are progressing over the half term. The subject coordinator will also observe different lessons throughout the year to again ensure that skills are being taught correctly and any misconceptions can be addressed.

- Review of policy

Policy to be reviewed June 2026.