



“A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.” — Department for Education Research Review

Art and design stimulates creativity and imagination. 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 different 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 on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives. It will enable children to have a purpose for their work by promoting high expectations and the opportunities to display their work.

Statement of Intent

At Smith Primary School, we believe that art, craft and design embody some of the highest forms of human creativity, providing opportunities for self-expression and personal voice. A high-quality art education should engage, inspire and challenge pupils, encouraging them to experiment, invent, and create their own works of art. Through drawing, painting and sculpting, pupils will be given the freedom and the skills to express themselves, reflect upon their experiences, and contribute to our shared culture and history.

We aim to give pupils the skills to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. As pupils progress, they will develop a more rigorous understanding of art and design and learn how the subject reflects and shapes our history, contributes to our culture, and enriches our lives.

Aims

Our art curriculum will:

- Be enjoyable
- Provide a broad, inspiring, and accessible curriculum tailored to our pupils' needs.
- Celebrate each child's unique creative abilities and foster technical proficiency across drawing, painting, and sculpting.
- Encourage imaginative expression, curiosity, aesthetic appreciation, and informed decision-making.
- Embed cross-cultural awareness by exploring artists and designers from diverse backgrounds.
- Support children in making informed choices, developing design skills and aesthetic awareness.
- Promote opportunities for pupils to display and discuss their work in school, at home, and in shared spaces.

Implementation Through Teaching & Learning

At Smith Primary School we aim to use a variety of teaching and learning styles and so develop the children's understanding, knowledge and skill in Art and Design. This is achieved through whole class teaching or group work where appropriate. There will be opportunities for the children to work alone and to collaborate with others, using a variety of resources including computers. The teacher will model techniques and skills in their own sketchbook, as well as show good examples of individual work completed by children in the class. The children will be encouraged to evaluate their work and develop it further with in their sketchbook

In each term of KS1 and KS2, pupils undertake three intensive, 6-hour units—one focused on each of our three key disciplines: drawing, painting, and sculpting. Each unit includes:

- Skill and technique introductions.
- Study of artists whose work aligns with the focus.
- Class-led demonstrations and sketchbook reflection.
- Independent and final creations, including 3D or collaborative work as relevant

EYFS and KS1 Creative Area:

A dedicated creative space in EYFS and KS1 supports both guided and independent exploration. Children can experiment with mark-making, texture, construction, and storytelling through art. This area nurtures fine motor skills, imaginative play, and artistic vocabulary from the earliest stages.

Home Art Packs:

Weekly, one pupil per class takes home a Home Art Pack, stocked with materials relevant to the current unit, an inspirational prompt, and an artist biography. Over the year, all pupils will have the chance to participate. Returned work is celebrated, shared in class, and sometimes displayed in communal areas.

Art Club & Annual Gallery Showcase:

Pupils from Year 1 and above may join Art Club, where they explore more ambitious, collaborative, or mixed-media projects. At the end of each Art Club cycle, participants display their work in a school art gallery, inviting parents and carers to celebrate their creativity.

Teaching Approach:

We employ a balanced mix of:

- Whole-class instruction to introduce techniques and artists.
- Group collaboration and peer learning.
- Individual creative exploration and reflection.
- Use of ICT for research and digital media experimentation.

Teachers model processes in their sketchbooks and share exemplar work to foster evaluation and refinement.

Implementation Through Assessment, Recording, Reporting and Monitoring

Art and Design is a foundation subject within the National Curriculum. At Smith Primary School, we use the Access Art curriculum and its progression in skills as the foundation for planning, teaching, and assessment.

Assessment in art is continuous and purposeful. Teachers observe pupils' work throughout lessons, identifying strengths, areas for development, and next steps. At the end of each unit of work, teachers formally assess each child against the learning objectives and the Access Art assessment statements for the relevant skill focus (drawing, painting, or sculpting).

These assessments consider:

- The quality and accuracy of technique.
- The ability to apply taught skills in independent work.
- Creativity, originality, and personal expression.
- Understanding and application of artist study.

The outcomes are recorded for each pupil at the end of the unit. This information is used:

- By class teachers to plan for progression and adapt future teaching.

- By the subject leader to review standards across the school, ensuring coverage, progression, and consistency.

The subject leader collates assessment information each term and analyses the data to identify patterns, trends, and areas requiring targeted improvement. This includes consideration of the progress of specific groups such as SEND pupils, disadvantaged pupils, or those with a particular talent in art.

Following this review, the subject leader provides a written report to the governors detailing:

- Overall attainment and progress in art.
- Identified strengths and successes.
- Any areas for development or additional support.
- Actions taken or planned to maintain or raise standards.

This process ensures that art teaching and learning remain a priority, and that leaders and governors have a clear and accurate picture of the subject's impact on pupils across the school.

The Foundation Stage

In early years art is taught through skill development. Children will be able to:

- Engage in simple pretend play.
- Develop complex stories using small world equipment; making imaginative and complex small worlds using construction blocks etc.
- Explore different materials freely to develop ideas for creating and making; developing own ideas and choosing materials to suit the purpose.
- Join different materials and explore textures.
- Create closed shapes with continuous lines, and use these shapes to represent objects.
- Draw with increasing complexity and detail.
- Show different emotions in their drawings and paintings.
- Explore colour and colour mixing.

Key Stage One

Children are 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.
- Once children have been taught a specific skill they are able to practise and rehearse the skill through continuous provision.

Key Stage Two

Pupils are 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 are 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, clay).
- Learn about great artists, architects and designers in history.

Inclusion

All pupils, irrespective of gender, ability, disability, ethnicity, religion and social circumstances have access to history at a level appropriate to their needs. All children should make the greatest possible progress. We are committed to providing a teaching environment conducive to learning, which will include a range of teaching and learning strategies to meet children's needs. The school's SEND policy is adhered to by all teaching and learning provision in line with this document.

Implementation through Professional Development and Training

Effective implementation of this Art policy is subject to staff being adequately trained and competent in all areas of Art. In order to meet the needs of staff in school, regular skills audits will take place by the Art subject lead which will inform future training needs. Training will be provided through a variety of sources (subject to school budget) and the Art subject lead will deliver in school training and complete internal assessment moderations.

Roles and Responsibilities

The Senior Management Team has the overall responsibility for Art; however, the subject lead is responsible for monitoring curriculum coverage and the impact of learning and teaching.

The subject lead will:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Art;
- Renew, update and oversee the audit of resources needed to deliver the curriculum;
- Monitor and evaluate the learning and teaching of Art, including children's progress and attainment;
- Develop assessment and record keeping ensuring progression and continuity and disseminate good practice to staff;
- Keep abreast of developments to the teaching and learning of Art.

All stakeholders will work together to ensure the implementation of the Art policy.

Implementation through Health and Safety

All health and safety requirements are met in the school. Appropriate risk assessments are conducted to ensure the safeguarding of children and staff when planning and carrying out historical activities. Equipment is maintained to meet the safety standards.

Impact

We hope to see a love of Art and Design within all children throughout our school. We aim to expose the children to a range of artists and promote the different jobs and possibilities that having Art skills can open up to the children. Art will be taught in block units in order to fully immerse the children in their learning. This will allow them to develop a good understanding of the skill they are focusing on. To measure the impact of Art and Design, the subject leader will conduct a range of monitoring. This could include; pupil interviews, lesson walkthroughs and book scrutinies. The children will take their Art work home to share with their families to promote the learning they have been doing in school.

The Home Art Pack initiative will strengthen the link between school and home learning, while the Art Club gallery will give pupils an authentic audience for their work.

This Art policy will be reviewed. Evaluations will consider:

- External inspection/ advice
- Staff development
- Curriculum coverage
- Data analysis

R Gould (Art lead)

Policy reviewed September 2025.

The subject leader will monitor impact through lesson observations, work scrutinies, pupil voice interviews and gallery evaluations.

