



Art Policy

Approved by: Head – L Foster **Date:**01.10.2025

Last reviewed on: October 2025

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Document Purpose

This document reflects values and philosophy in relation to the teaching and learning of Art and Design. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Curriculum Policy, which has been adopted by the school and can be used as a springboard for teachers to formulate individual teaching methods within the school's guidelines. Thus teachers can design a programme of activities that is responsive to their own and children's skills and needs in Art and Design at that particular time. Craft is included in the Art and Design Curriculum.

Philosophy

The importance of art and design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, crafts people and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, Art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. There is great

pleasure to be derived from Art and Design and, through deeper understanding, pupils can gain access to cultural richness and diversity.

Subject Aims

Art and Design is included within our Curriculum & objectives are based on the National Curriculum.

Art and Design aims to:

- ◆ stimulate children's creativity and imagination by providing visual, tactile and sensory experiences
- ◆ help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- ◆ develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- ◆ inspire confidence, value and pleasure in art
- ◆ cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- ◆ teach children to express their own ideas, feelings, thoughts and experiences
- ◆ develop children's design capability
- ◆ enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures.

The Art Curriculum

At Norbreck skill based objectives have been allocated to all year groups. These objectives are based around drawing, painting, printing, sculpture, IT & and an architect or designer study. The skills progress over the years giving children the opportunity to experience and develop their own skills. (Documents of skills progression & areas of study are available on the school server)

Foundation Stage

During the Foundation Stage, young children should be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children should have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children should be encouraged to develop their own creative ideas.

	Key Stage 1	Key Stage 2
Exploring and developing ideas	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to record from first-hand observation, experience and imagination and explore ideas ▪ to ask and answer questions about the starting points for their work and develop their ideas. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes ▪ to question and make thoughtful observations about starting points, and select ideas to use in their work ▪ to collect visual and other information to help develop ideas, including using sketchbooks.
Investigating and making art, craft and design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to investigate the possibilities of a range of materials and processes ▪ to try out tools and techniques and apply these to materials and processes, including drawing ▪ to represent observations, ideas and feelings, and design and make images and artefacts. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work ▪ to apply their experience of materials and processes, including drawing, developing their control of tools and techniques ▪ to use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.
Evaluating and developing work	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to review what they and others have done and say what they think and feel about it ▪ to identify what they might change in their current work or develop in the future. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them ▪ to adapt their work according to their views and describe how they might develop it further.

<p>Knowledge and understanding</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space; materials and processes used in making art, craft and design ▪ differences and similarities in the work of artists, craftspeople and designers in different times and cultures. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space and how these elements can be combined and organised for different purposes ▪ materials and processes used in art, craft and design and how these can be matched to ideas and intentions; the roles and purposes of artists, crafts people and designers working in different times and cultures.
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Curriculum and School Organisation

Art and Design is a foundation subject in the National Curriculum. We aim to develop meaningful learning opportunities within Art linking cross-curricular topic-based projects. Coverage may be specific taught skills or completing full projects. Through the National Curriculum objectives and key skills, plans reflect the varying stages that children will go through as part of this process.

We carry out the curriculum planning in Art as part of our theme/topic planning. Year group objectives are spread across the year and revisited and built upon.

Our medium-term plans identify skill-based learning objectives and assessment for learning outcomes for Art and design as appropriate. They ensure an appropriate balance and distribution of skills. Year groups annotate MTP to suit their own individual classes.

Assessment

In order to assess Art and Design, the children in Foundation, Key Stage 1 and 2 in Norbreck Primary School will use a Primary Art book for monitoring skills and progression throughout the school.

Primary Art Book should be used for:

- all aspects of art including artist research and sketch book projects
- To inform assessment data on O Track

Teachers and children can look back through the sketchbooks and reflect on the work, identifying progress.

Objectives are also assessed using our school OTrack, via Class Track. Plans highlight specific objectives to be assessed in particular lessons ensuring that all objectives are covered over the school year.

Planning and assessment is regularly monitored by Lisa Foster

Health and Safety

When teaching Art and Design health and safety issues should be taken into consideration.

- The children should be fully supervised, especially when using tools.
- All equipment should be stored safely when not in use, and returned to the correct store after a lesson.
- The children and staff should wear protective clothing when working with paint, glue, modelling clay or any other 'messy' craft activities.
- If using newspapers or magazines to protect tables, inappropriate articles or photographs should be concealed from the children.
- Correct procedures and techniques should be shown to children before using any tools, e.g. scissors, craft knives, glue guns.
- Pupils should be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements.
- Pupils are not allowed to go to the Art cupboard.
- Materials must be bought from Authority approved companies.
- Staff must use the stepladders provided by school when displaying work on boards.
- Wear sensible shoes on the ladders.
- Always use the kick stool when reaching up high in the Art stock room.
- Children must not use stepladders.
- Children must not carry stepladders.
- Children must not use the paper trimmer.
- Children must not carry the paper trimmer.
- Children should not use wall staple guns.
- Displays should be mounted on the boards provided.
- Try to avoid putting staples and drawing pins in wood or plaster.
- Try to avoid pictures on windows and doors with glass panes. If absolutely necessary just use the centre of each window pane, therefore allowing as much natural light as possible to penetrate and hopefully saving electricity and money.

Resources and Accommodation

The art resources are stored in the Art stockroom.

At present the basic stock e.g. paper, paint, glue etc. is stored on open shelves and is freely accessible to staff.

The more specialist resources are stored in boxes as kits, which are labelled and can be easily transported to classrooms by teachers. These resources should be checked by the teacher using them at the end of the session, before returning them to the stockroom. Staff also order specific resources from their class budget.

The art cupboard is available for staff and support staff only. Children should never have access to the cupboard to remove or replace any resources at any time.

Special Educational Needs

See Policy for Special Educational Needs.

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in Art and Craft lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders.

It is the responsibility of the class teacher to ensure that any special equipment needed for a lesson is available to such children.

Links With Other Areas of The Curriculum

As well as making its own distinctive contribution to the school Curriculum, Art and Design contributes to the wider aims of Primary education.

English

Speaking and Listening. It is an important way for the children to develop understanding of their own and others' work and different viewpoints and perspectives on the world that are represented in the work of artists, craftspeople and designers. With careful planning, Art and Design tasks can provide an opportunity for children to develop and apply their literacy skills.

Design and Technology

There are close links between these subjects. Design and Technology helps children's learning in Art by honing skills for working with tools, equipment, materials and components. It also helps develop competence in designing, measuring, marking out, cutting and shaping a range of materials.

Computing

The use of ICT helps children's learning in Art and Design as it is a source of different equipment and tools to produce and manipulate images, and to play with ideas and possibilities for the creative use of materials and processes. Using the computer, images can be modified freely and rapidly creating a range of effects. There are possibilities for sharing work with others, such as sending work by e-mail or developing a school gallery on a web site.

Spiritual, Moral, Social and Cultural Development

Art and Design promotes the following.

Spiritual development: Through helping pupils to explore ideas, feelings and meanings and to make sense of them in a personal way in their own creative work; to make connections with the experiences of others, as represented in works of art and design.

Moral development: Through helping pupils to identify and discuss how artists represent moral issues in their work (for example Picasso's condemnation of warfare in his painting Guernica).

Social development: Through teaching pupils to value different ideas and contributions, to develop respect for the ideas and opinions of others and to work on collaborative projects, making the most of different strengths and interests within the team.

Cultural development: Through pupils learning to recognise how images and artefacts can have an influence on the way people think and feel. Pupils can develop an understanding of the ideas, beliefs and values behind their making, relating to art and design in their cultural context (for example, the use of icons in religious art and corporate advertising).

Communication

Governors are kept informed of developments and priorities through a regular report written and presented to the Governors in the subject action plan.
Parents and carers are kept informed of developments through visits into classrooms, newsletters and booklets, parent evenings and end of year reports.