

Graiseley Primary School



Art and Design Policy September 2025

Graiseley Primary School – Art Policy

Introduction

At Graiseley Primary School it is our firm belief that our curriculum should engage, inspire and challenge in order to enhance and enrich all children's learning and improve outcomes for learners of all ages. Through the development of many different skills we attempt to acquire both knowledge of artists' work and a desire to experiment, invent and create our own works of art, craft and design. This will be made possible by having a consistent and inspiring approach to a curriculum that provides a wide range of experiences.

Intent

At Graiseley Primary School, our intention is that pupils learn to enjoy Art and Design and grow into confident, capable artists who are free to explore and create.

Aims and Objectives:

- To develop creativity and imagination through a range of first hand activities and experiences
- To know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To provide children with visual, tactile and sensory experiences to develop and enhance their experiences of the world
- To develop children's ability to value and appreciate the contribution made by other artists, craftspeople and designers and respond critically and imaginatively to ideas, images and objects from different times and cultures
- To enable children to record from first hand opportunities and from imagination
- To communicate their ideas and feelings through a range of materials, tools and techniques
- To develop increasing confidence to self-evaluate and analyse their work using the language of art and design in order to develop future work and outcomes
- To know about great artists, craft makers, architects and designers and understand the historical and cultural development of their art forms.

Implementation

Early Years Foundation Stage (EYFS)

Giving children opportunities to be imaginative, explore different materials and develop their ideas is an important part of the Early Years Foundation Stage, mainly within the 'expressive art and design' area of learning. Children are encouraged to practise their handling, moving and control skills (for example, by painting or using clay). Materials should be accessible for children to develop and explore their ideas and to be imaginative.

Key stage 1 (Years 1 and 2)

Pupils will be given opportunities to use a range of materials creatively to design and make products through drawing, painting and sculpture. They explore different techniques in using colour, pattern, texture, line, shape, form and space. Through the art and design curriculum the learn 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 (Years 3 to 6)

The content of the art and design curriculum in Key Stage 2 builds on what children have learned in Key Stage 1. Children should develop and improve their skills in drawing, painting and sculpture using a range of different materials. They are expected to create sketch books to record their learning and to use them to review and revisit ideas. They continue to learn about great artists, architects, and designers in history.

Curriculum Planning and Provision

The Art and Design curriculum is based on Kapow which is a scheme designed to inspire and enable high quality visual arts teaching and learning in primary art.

Designed around the idea that art is far more than a series of technical skills, the curriculum nurtures creative thinking skills and helps ensure pupils learn *through* art, as well as *about* art.

Art lessons are generally delivered by the class teacher. EYFS children are taught discreet art skills mainly within the 'physical development' and 'expressive art and design' areas of the EYFS learning goals. Using a combination of whole class learning and small group teaching, and also have the opportunity to experiment with a wide range of mediums in their classrooms, as well as in outdoor learning. All KS1 and KS2 children take part in three art units across the academic year, as well as having the opportunity to take part in other artistic pursuits, such as art week and art competitions.

- Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art in each key stage, and the progressive curriculum delivery means that pupils revisit these skills and have the opportunity to build upon them.

- Each child has an art book which are used to record learning but also for children to make initial sketches, develop skills, record ideas and develop opinions on an individual basis.
- Each art unit explores of an initial key artist, craft maker or designer and their work so that children are exposed to a wide range of diverse forms. Children are also encouraged to share their own experiences of and with artists through classroom discussion.
- There is subject-specific vocabulary taught in each unit, to support children to articulate their emerging criticality of art. Pupils can explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work.
- Opportunities for children to visit local art galleries and museums are planned for, as well as visits from local artists as required.
- Opportunities to reflect and develop and built into the delivered lessons, including self and peer-assessment. In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff access a range of resources and planning and also capitalise on the use of technology where appropriate.

Assessment

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children and talking to them during lessons. Feedback given to children by their peers or teachers is given verbally or may sometimes be in the form of post-it notes so that their art is not marked in their sketchbooks. Children are also encouraged to evaluate and be critical of their own work.

At the end of each half term unit, the class teacher makes an assessment based on the endpoints for each unit. At the end of the year the class teacher will make a final assessment judgement based on their discussions, the child's learning journey and endpoints completed throughout the academic year. This information is used by the teacher to form part of the child's annual report to parents.

Teachers can also keep evidence of the children's work often as a photographic record which demonstrates the expected levels of below expectations, meeting expectations and exceeding expectations in Art in each year of the school.

Monitoring and Review

The Art Leader will oversee the continuity and progression across the school within the Key Stage Medium Term Plans. The Art Leader will monitor and gather evidence to show the quality of teaching and the expected progression of children's work.

The Art Leader will support staff and share expertise, arrange opportunities for outside artists to visit the school and enhance learning, advise teachers on the objectives and teaching and encourage staff and pupils' creativity.

SEND Children

We recognise the fact we have children of differing ability in all our classes, 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 adaptive teaching and a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty where not all children complete all tasks
- providing a range of challenges with different resources
- using additional adults to support the work of individual children or small groups

Resources

We have a wide range of resources which are used to aid the teaching of Art. Class teachers are responsible for ensuring they have the materials they require to support the objectives and activities they have planned. The Art Leader is responsible for coordinating the purchasing and maintenance of equipment and materials and asks the class teachers to complete a resource and supplies order form every term.

Health and Safety

Health and Safety issues in art include the storage and use of materials, and the use of tools and techniques in accordance with the Health and Safety requirements.

Children are instructed in the correct and appropriate use of all resources and are supervised during all activities. They are made aware of specific dangers and are shown the appropriate and safe way to use the equipment and materials.

Equal Opportunities:

All children within the school regardless of race, gender, ethnicity, or ability should have equal access and entitlement to a wide range of artistic skills, techniques and experiences, taking into account the individual needs of all children. This is in accordance with the school's Equal Opportunity and Inclusion Policies. Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources.

Impact

All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Date: September 2025