



Inquisitive minds shape our world

Art Policy

Intent

At Worsthorne Primary School, we believe that teaching and learning in Art and Design is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

The school aims to:

- help children develop an understanding and enjoyment of art and design;
- give children the ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media;
- develop children's ideas and skills through the use of their sketchbooks;
- use a range of tools, media and processes;
- instil an understanding and respect of the work of artists, crafts people and designers and apply this knowledge in pupils' own work;
- provide a broad and balanced range of art activities and show progression within these experiences;
- give children the opportunity to study historical, cultural and religious art; and
- use art to extend and enrich other curriculum areas.

At our school, Art and Design offers opportunities for children to:

- develop their drawing techniques such as shading, perspective and drawing from different viewpoints;
- acquire and enhance certain skills and features, and gather information for use on a larger piece of work;
- record details about the item being drawn or sketched for future reference;
- develop a sense of enjoyment and pride in their ability to create;
- nurture creativity and imagination through designing and making; and
- develop an interest and understanding of the ways in which people from the past and present have used and combined materials to create art in its many forms.

Implement

To achieve the above, we do the following:General class teaching

As a school, all class teachers have responsibility for planning and teaching Art and Design. All teachers from year 1 – year 6 follow the art scheme, AccessArt. We aim to provide a learning environment where children feel secure, creative risk-taking & problem solving is encouraged, and children's design ideas and suggestions are valued.

We believe that children should develop an understanding of the world through first-hand experiences. Wherever possible children will be given opportunities to visit local places of beauty, museums and meet or work with local artists.

Art is taught every other half term, once a week. Every week, there should be a build-up of skills ending in a final piece of art.

All children will have their own spiral bound sketchbook in which to work both in and out of the classroom. These should be personal to each individual child so that they can feel a sense of pride when working in their sketchbooks and take ownership of them. Children's sketchbooks should have personalised front covers (how this is done is at the discretion of the class teachers) to further enhance each one's individuality.

EYFS

In the Early Years Foundation Stage we provide opportunities for children to:

- develop a curiosity and interest in the designed world through investigating, talking and asking questions about familiar objects;
- develop confidence and enthusiasm through frequent exploration of media to create and develop objects;
- begin to experience within the pages of a sketchbook;
- construct with a purpose in mind, using a variety of resources, exploring colour, manipulating materials to achieve a planned effect; and
- extend their vocabulary through talking and explaining about their designing and creating activities.
- EYFS do not use Access art but they do link to the key skills through their own art planning.

KS1

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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.

KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create and use sketchbooks to record observations, to complete artist research, to complete designs and to review and revisit ideas.
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Learn about historical and contemporary artists, architects and designers and how their work relates to and is influenced by society

Resources

- The Art and Design subject leader will order art resources towards the end of each term for specific topics and units of work. A request for alternative or additional resources can be made at this time.
- The resources are stored in labelled boxes in the Art cupboard (near the library) and should be returned after use. This store cupboard should remain organised at all times.
- Each classroom has their own stock of basic art equipment (such as paintbrushes, paint palettes and paint).
- Sketchbooks will be ordered by the subject leader when needed. Children should use one sketchbook throughout EYFS and KS1 and then 2 sketchbooks during their time in KS2 (one for LKS2 and one for UKS2).
- Teachers will have access to AccessArt. On here, there are videos and tips to support teacher's understanding and to develop their subject knowledge.
- Tools and equipment such as glue guns, batik pots, printing equipment and sewing resources are safety checked annually and replaced when required.

Subject leader

A good art leader ensures that all pupils can develop their art ability and knowledge, and learn the skills required to work like a artist. They plan improvements that builds their school's art curriculum, raises standards for pupils and leads colleagues to teach art better.

Music leaders:

- keep up to date with broad developments in art education, and consider how to share these with colleagues and pupils where appropriate;
- are aware of, and take responsibility for, developments that affect school art policy, including health and safety;
- are aware of, and take responsibility for, addressing gender stereotyping in art lessons and enrichment activities;
- implement a whole-school vision for art, and advise and support colleagues on the pedagogy and appropriate resources to achieve it;
- ensure that they access continuing professional development (CPD) for leadership of art and that colleague's access CPD to address their requirements too;

- coordinate and support the organization of enhanced activities such as the art galleries and external projects etc.
- monitor the provision of art and pupils' progress, and contribute to the strategic development of learning in school.

Oracy

Pupils will discuss and evaluate the work of other artists and their own 'end of unit' artwork.

Pupils will work together to create collaborative pieces of art work where everybody contributes to the final outcome.

Inclusion

Art activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Art is broad and 'open-ended', making it accessible to all and providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most art activities work well as class lessons and are appropriate for all children of any ability. At Worsthorne, it is important that every child feels comfortable and is able to demonstrate their artistic skills and creations without feeling embarrassed and all teachers in school endeavour to promote confidence and the unique abilities of every child. Children are assisted with being taught through a wide range of teaching styles i.e kinaesthetic, visual and oral. Children are also encouraged to learn songs from other cultures to broaden their own understanding of the wide world and ensure that every child at the school feels included.

Cross-curricular links

Wherever possible, the art curriculum will provide opportunities to establish links with other curriculum areas.

English: pupils can develop their reading and writing skills through various appraising activities as well as their evaluation of their own and other's pieces of art.

Computing: pupils learn to use technology to create artistic pieces and enhance their research skills through the internet.

History and Geography: Pupils will explore the background of their focus artist and their artwork including the historical and geographical inspirations.

Spiritual, moral, social and cultural development (SMSC): pupils will learn to work effectively with their peers and others, and build positive relationships.

Pupils will learn to build their self-confidence through exploring different artistic techniques. Pupils can develop an understanding of other cultures and develop positive attitudes through appreciating art from other societies.

Impact

Assessment

- The Art and Design subject leader will collect selected examples of children's work (usually by collecting in sketchbooks) once a term. The examples will be used for identifying progression and expectations.
- Teachers to assess children after each term using assessment grid.
- Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to do to improve.

Date of Policy	September 2025
Person Responsible	Natalie Ridgley
To be reviewed	Annually
Review Date	September 2026

