



Kilburn Junior School

ART Policy



Spring 2026

EMBARK
FEDERATION



KILBURN JUNIOR SCHOOL
Embark Federation

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KILBURN JUNIOR SCHOOL: ART POLICY 2026

Definition:

“Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

Introduction:

At Kilburn Junior School, Art is viewed as a creative and expressive subject which allows children to record their own experiences, ideas and feelings through a medium that is personalised and reflective of themselves. Our art curriculum aims to ensure that all children are given the opportunities to produce creative work, explore their own feelings and ideas, and learn about great artists, craft makers and designers, whilst understanding the historical and cultural importance and development of a range of art forms.

This policy reflects the schools values and ethos in the relation to the teaching and learning of Art. It provides a framework in which all teaching staff can use to seek guidance on planning, teaching and assessing Art.

Aims:

The aims of Kilburn Junior School are to ensure that all children:

- Have access to a broad, balanced and enriching curriculum.
- Enjoy their involvement in the Arts and Crafts.
- Have the opportunities to learn about the Arts and artists from different times and cultures.
- Have the opportunities and support to build their confidence and skills to progress in Art and to communicate their ideas.
- Have an equal access to the Art curriculum regardless of gender, age or race.
- Have the opportunities and freedom to share their imagination, original thought and own expression through Art.
- Develop an expertise in using a wide range of materials, equipment and techniques.
- Have opportunities to use Arts and Crafts both in and outside of the classroom.

Teaching objectives:

The following objectives state what should be taught during each Key Stage. Taken from the National Curriculum 2014.

Key Stage One:

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, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the 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:

- Pupils should be taught to develop their techniques, including their control and use of materials with creativity, experimentation and an increased 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 and learning strategies:

At Kilburn Junior School, it is our aim to teach children to learn through their experiences. Therefore we aim to give children a wide range of opportunities to learn about Art. These opportunities include; teacher prepared materials, practical and purposeful demonstrations and valuable and educational trips.

The teaching of Art should be used as a tool to raise children's confidence and self-esteem and to allow them a platform to express themselves.

Lessons will be planned and organised in such a way that through guidance and modelling, children can work independently or in small groups to create a piece of work which is individual to them and expresses their own thoughts and feelings towards the task. Through modelling again, children will learn to evaluate their own and others artwork using informed comments and respond to art using the correct vocabulary.

Support:

The teaching and learning of Art should recognise and appreciate that all children will develop and express their ability to make images and demonstrate skills at different rates, individual to them. Support can therefore be difficult to accomplish and should be open-ended. Guidance can be targeted for certain children and can be in the form of the task, outcome and support. Lower ability children should be given the opportunities to work alongside an adult and higher ability children who can model techniques and skills to them and demonstrate good practice. Challenge can also be in the level of questions asked by the teacher and the expectation of the reflections that children can provide. Children can also be supported by the resources in which they are given to use.

The use of sketchbooks:

Each year group in our school uses sketchbooks to regularly record, collect and explore ideas, images and other information relevant to current and ongoing work. The sketchbook is unique to each child and will reflect their personal journey of art. The sketchbooks will be used to practise taught skills, experiment with different media, reflect upon one's work and build ideas which will contribute towards a final piece. Despite the sketchbooks being individual to each child, they will all follow a similar structure in their order and format due to the way the lessons are taught. Each new topic will begin with a topic page, outlining the skills that will be taught during that topic and the final piece expectation.

Assessment:

The sketchbooks will be used to bank children's ideas, experiments and expressions and are unique to each child. Each child will react and interpret each objective in a way that is individual to them. Therefore, it is difficult to assess whether they have met that objective and for this reason, sketchbooks will not formally be marked. Instead, teachers will provide verbal feedback about how to progress work and may model in children's sketchbooks where necessary. This will be indicated with a 'supported' symbol. As we maintain high standards across the curriculum, spellings will still be corrected.

Although the children's artwork will not be formally assessed, the children will be assessed on the key skills they have used. At the beginning of each topic, an introduction and assessment grid will be placed, outlining the key skills that will be taught. Once the key skill has been demonstrated, the teacher will mark on the grid whether or not they have achieved it and the level of support that was given.

Note: Kilburn Junior School teaches topics in two-year cycles therefore a Lower School child will be taught key skills from both year 3 and 4 and an Upper School child will be taught key skills from both year 5 and 6.

Resources:

At Kilburn Junior School, we have a range of arts and craft resources. They can be found in the resource room located behind Team Resilience's classroom. In addition, a range of paper and card can be found in the cupboard inside Team Resilience's classroom.

In order to protect our resources, we must ensure we are using the correct equipment for the desired tasks. Such as the correct paint brushes and types of paint. Please also ensure

that children wear aprons and the tables are covered with newspaper when completing any practical art work.

Should we be running low on a resource, please inform the office and fill out an order form. Before doing this, please be aware that there are a mass a 'spare' resources in the high cupboards of the bay.

Organisation:

Art and Design are taught in equal measures at Kilburn Junior School. The aim is to allocate three half terms each to both the Art and Design curriculum. 1 to 2 hours a week are given the subject to be taught.

The role of the co-ordinator:

- Produce the Art Policy and the Key Stage plans that meet the statutory requirements.
- Produce the Art Key Skills grid and Inspire curriculum documents.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

The role of the class teacher:

- Produce medium term plans using statutory requirements.
- Ensure the key skills are being taught in lessons.
- Evaluate their schemes of work and make amendments where necessary.
- Displaying children's artwork.
- Providing opportunities for children to learn about and visit museums, artists, etc.

Health and safety:

All staff members of responsible for ensuring that Art is taught in a healthy manor and safe environment.

- Activities which could result in risk should have an appropriate risk assessment.
- Where arts and crafts are to take place in Trailblazers, there should be an appropriate adult present, the task cards and risk assessments should be referred to and the appropriate safety equipment should be used or worn.
- Teaching staff should ensure all art equipment is demonstrated to the children and their use should be monitored.
- Maintenance checks should be carried out regularly on the art equipment.