

# Art Policy



## 1. Vision and Intent

At Athelstan Primary School, we believe Art plays a vital role in nurturing creativity, self-expression and imagination in every child. Through inspiring and engaging experiences, pupils explore ideas, develop confidence and communicate their thoughts in meaningful ways. Creativity is embedded across our curriculum, enriching learning and fostering a lifelong appreciation of the arts.

Art also helps pupils understand the world around them, recognising its relevance in everyday life through areas such as design, media and the built environment. Our carefully sequenced curriculum builds skills progressively from EYFS to Year 6, enabling all pupils to become confident, reflective and creative artists who can apply their learning beyond the classroom.

## 2. Implementation

### Progression in Art

In our school, Art develops progressively across all year groups, beginning with early mark-making, development of fine motor control, and exploration of a range of materials in EYFS. In Key Stage 1, pupils build on these foundations by developing their ability to use different tools and techniques with increasing control, as well as exploring colour, texture, and form. By Key Stage 2, pupils create more independent and purposeful artwork, applying their skills across a range of media, and demonstrating growing confidence in composition, technique, and artistic expression.

At Athelstan, art is taught through a **structured and consistent approach** across the school.

Teachers plan and deliver lessons that:

- Are coherently sequenced to build knowledge and skills over time
- Provide clear models and examples of high-quality art
- Include opportunities for pupils to discuss, apply and refine their skills
- Explicitly teach across the seven areas of art defined in the skills progression
- Adapt teaching to meet the needs of all pupils

In Art, we prioritise:

- **Artist appreciation** – pupils are exposed to the work of a variety of artists and taught to critically analyse their work
- **Development of skills** – pupils work collaboratively with the teacher to construct writing
- **Guided practice** – pupils develop skills with support before moving to independence
- **Independent application**– pupils apply their learning to artwork of their own creation

Art is taught across the curriculum, providing pupils with opportunities to create art for different purposes and audiences linked to a variety of different subjects.

Pupils are encouraged to:

- Discuss and develop ideas verbally, exploring inspiration and intentions before creating
- Use subject-specific vocabulary accurately when describing techniques, processes and outcomes
- Reflect on and refine their work, making improvements through ongoing adaptation
- Create artwork for a range of purposes and audiences, including meaningful and authentic contexts

Through this approach, pupils develop both:

- **Substantive knowledge** (artist knowledge, practical skills, critical thinking)
- **Disciplinary knowledge** (thinking like an artist – conveying a message or feeling, making choices of materials, applying skills to context)

### 3. Impact

The impact of our art curriculum is that pupils:

- Pupils experiment confidently with different media and techniques.
- Pupils evaluate and refine their own artistic work.
- Pupils understand how artists communicate ideas and emotions.
- Pupils develop increasing control and creativity over time.
- Pupils can articulate their artistic choices using appropriate vocabulary and reasoning
- Pupils show an understanding of how art reflects and shapes culture across different contexts
- Pupils demonstrate pride in their work, presenting and discussing outcomes with confidence

#### 4. Assessment

- **Sketchbooks** – ongoing evidence of ideas, experimentation, skill development and reflective thinking over time
- **Observation of technique** – teacher assessment of pupils' control, use of tools and application of taught skills during lessons
- **Pupil voice** – pupils' ability to reflect on strengths, areas for development and next steps in their work
- **Artistic discussions** – use of subject-specific vocabulary and the ability to discuss processes, influences and intentions
- **Final outcomes over time** – assessment of progression in creativity, control and the application of skills across projects

#### 5. Monitoring and Review

The subject leader and senior leadership team monitor Art through:

- Book scrutiny
- Learning walks and lesson observations
- Pupil voice
- Assessment analysis

Findings are used to inform school improvement priorities and ensure consistency across the school.

The subject leader supports staff through guidance, CPD and sharing best practice.