



## Pipworth Community Primary School



Article 12: I have a right to be listened to and taken seriously.

Article 28: I have a right to an education.

Article 29: I have a right to be supported to achieve in education.

Article 31: I have a right to relax and play.

### Art Policy

#### Intent

At Pipworth Community Primary School we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. We believe that Art, craft and design embody some of the highest forms of human creativity and self-expression. We hope to provide children with opportunities to communicate and respond in ways that are beyond the potential of any literal form. Through our curriculum we aspire to engage and inspire children, equipping them with the knowledge and skills to experiment, invent and create their own imaginative works of art, craft and design.

**'We want to help create an appetite, or desire, for the visual arts. A feeling that, in whatever form, "art offers me something that I can value".' Access Art**

#### Implementation

There is sometimes an assumption that when we teach or facilitate art, it might somehow not be as rigorous as other subjects. It is true to say that art is a unique subject, with its own requirements in terms of teaching and learning, but our approach should be no less rigorous than any other subject. Art offers us very special benefits, and develops very particular skills and experiences. It is vital that as well as building subject knowledge, we also develop subjective knowledge about what it is to be a creative human being.

The skills and knowledge that children will develop throughout each art topic are mapped across each year group ensure progression and taken and adapted from The Access Art Curriculum. Children are expected to learn about a diverse range of artists from different time periods and cultures who promote a wide variety of artistic work. Pupils are given opportunities to express their creative imagination through responding in different and personal ways to artists and art work studied using a variety of media. Pupils are able to take part in lessons within the school's own art studio that is equipped with a variety of resources and equipment.

Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in Art Days across the year which enables further focus on children's artistic skills and knowledge. Pupils are encouraged to work with Artists in residence and visit art galleries throughout their time in school.

### **Impact:**

A wide range of strategies are used to measure the impact of our Art curriculum. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise right from EYFS and through school.

During the lesson, pupils' are encouraged to reflect on their own abilities and what they can do in order to improve their understanding or a certain technique. SEND pupils are well supported within lessons by teachers and have full access to the art curriculum.

Our Subject Leader will also monitor the effectiveness of the Art and design curriculum through carrying out regular subject 'dip-ins'. These evaluations are quality assured by the Senior Leadership. RAG evaluations take place every three years.

The effectiveness of Art and design is also monitored through pupil voice throughout the course of the year.

### **By the end of primary education we aim:**

- To engage and inspire pupils, equipping them with the knowledge and skills to experiment, invent, evaluate and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design.
- To produce creative work, exploring ideas and recording their experiences through a range of activities, recording from first-hand experience and from imagination, and selecting their own ideas to use in their work

- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about a range of artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To raise awareness of, and sow the seeds of interest for, a possible future career in the creative industries.

## **Planning Teaching and Learning**

The art and design curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Planning is adapted from the Access Art scheme of work to ensure progression and coverage and this has been developed by the art leader and SLT to ensure coverage and progression.

Art and design is taught every term across school, usually in alternate half termly blocks.

It is intended that there will be a balance of one three dimensional unit of work (sculpture) and two 2-dimensional units of work, (e.g. Painting, drawing). This will ensure breath, balance and progression of art processes throughout each year. Alongside this there will be a whole school arts week with a focus on printing.

In KS1 and 2 sketchbooks are used and developed across the key stage as a working document, providing pupils with the opportunity to develop a wide range of essential investigative and making skills (listed below);

1. Recording
2. Knowledge and information gathering
3. Experimentation (technique, tool, media)
4. Adaption, reflection and evaluation

Children should be encouraged to annotate sketches wherever appropriate to demonstrate their ideas and understanding. Sketchbooks should be labelled and passed onto the next year group thus creating a continuous working document of their artwork through the key stage.

The children's learning is further enhanced with whole school 'Art days' when the children have the opportunity for collaborative working, focusing on a whole school theme and exploring different styles and techniques using a wide range of media.

## **SEN**

Through the Art curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine's Principles of Instruction
- Retrieval practise

## **Art in EYFS**

In EYFS, children explore, develop and practise their early and emerging art, design and creative skills through continuous provision and Art outcomes and goals.

Pupils are given a wide range of opportunities to work independently as well as cooperatively, to develop in the areas of

- Using materials,
- Drawing, painting and sculpture,
- Exploring techniques
- Comparing and evaluating work.

They explore and choose different materials, resources and tools freely and develop their ideas about how to use them and what to make. Children use small motor skills so that they can use a range of tools (e.g. scissors, pencils paintbrushes) competently, safely and confidently.

Pupils express their ideas, feelings and emotions through developing and refining a variety of artistic effects and including experimenting with colour, design, texture, and form.

## **Art and ICT**

Opportunities for ICT to be used within art (e.g. digital art or photography) are encouraged wherever relevant and possible.

## **Assessment**

Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.

Identify any personal challenges preventing meeting "I Can" statements

Identify any weaknesses common to many in class which might help identify areas to refocus on

Identify areas of particular strength which might benefit from being developed.

Critique: Children are provided with opportunities to self-assess and evaluate their own and others' work and participate in critical and appreciative discussion about the art they have created. Opportunities should be planned into lessons, particularly through plenaries, to allow time for children to reflect on their work and consider how to develop it.

### **The role of the Subject Leader:**

There is a designated Art Co-ordinator to oversee the planning and delivery of Art within the school.

The coordinator will be responsible for

- Raising standards in Art as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject
- Facilitating the use of Art across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the Art curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leader's e.g. National College, NPQ

### **Remote Home Learning**

In the event of a school closure or 'bubble' having to self-isolate, art work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any art work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on

their work. Where specific resources may be needed these lessons will be taught when the children return to school.

### **Homework**

School and PTA run some home based art competitions over the year.

### **Resources**

The Art Studio is equipped with a variety of different resources and media. As the curriculum is well mapped out specific resources are purchased when necessary to support a unit of work.

### **Monitoring**

Monitoring the standards of children's work, planning and quality of teaching in art is the responsibility of the art subject leader and the SLT (senior leadership team). Three yearly RAGs are completed and Work and planning 'dip ins' are carried out periodically over the year. Individual and whole school feedback is given to staff with targets for development.

**Updated December 2025**

**Due to be updated December 2026**

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