Art & Design Policy

Senacre Wood Primary School

Policy Date: September 2026

Review Date: September 2027

Author: Helen Clarkson

Senacre Wood Primary School … Policy

INTRODUCTION

The National Curriculum states that: 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.

At Senacre Wood Primary school, we are committed to providing a high-quality art education which will engage, inspire and challenge our pupils. We strive to equip all our pupils with the knowledge and skills to participate in, experiment with, invent and create a range of art, craft and design. Numerous studies confirm that pupils' build life skills through creativity – helping them become more inquisitive, persistent, imaginative, disciplined and collaborative (Arts Council England). We recognise that the arts are all around us and that these are important life skills to develop.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

National Curriculum 2014

Using the national curriculum for Art and Design, and through the use of high-quality teaching and through exploring a range of artists from different cultures and backgrounds, we aim to ensure that all pupils:

- Have a positive attitude towards art, where they feel able to explore and take risks and where they have ownership of their own sketchbooks.
- Make progress in all areas of art including drawing, painting and collage, printmaking, 3D/Sculpture, digital art, architecture, animation, design and making.
- Can make connections between the works of different artists, designers and craft makers and can share their opinions of artwork.
- Feel confident to stretch themselves and take risks in their learning

The core of what we believe is that every child should look forward to and enjoy their art lessons, focussing not just on the outcome of their work but also on the process. They should have access to a high-quality curriculum, taught by a specialist art teacher in a well-resourced art studio, and supported by visits from local artists. We believe that art can have a positive impact on mental health and that all children can access it, regardless of any Special Education Needs.

IMPLEMENTATION

PLANNING

At Senacre Wood Primary School, the National Curriculum has been mapped out for each year group (see Art overview). We use Access Art to support planning.

Each medium-term block of work begins with something inspirational, usually looking at the work of an artist, but occasionally looking at a video clip or reading a book. Drawing runs throughout all the year groups as it is a fundamental part of art. Nearly all artists use some kind of drawing in their work, from the planning stages to the final outcome.

Blooms Taxonomy questioning is used to develop higher order thinking skills in all year groups and these are displayed and referred to in the art studio.

LESSONS AND ENVIRONMENT

All classes have a weekly, hour-long art lesson as well as art-based lessons used in other areas of the curriculum within class time.

The following are included in art lessons:

- Carefully planned, modelled examples which pupils can follow or adapt to make the art "their own"
- Access to resources which pupils are encouraged to select from
- Opportunities for pupils to engage in art-based discussions: this includes individual, paired group and whole class learning and discussions.
- Opportunities to experiment with new techniques and materials
- Exposure to a wide variety of artists, crafts people and designers with a broad range of backgrounds and cultures.
- Children are given the option of which level of challenge to begin working from.

The art studio has art working windows for KS2. This reflects the work completed during individual lessons and across a unit of work. The following is evident on the window: key vocabulary, examples of work, photos, pupil voice, reflections and work by artists. As the work is replaced the work on the Working Window is stuck in the class working book where it can be referred to later.

In KS1 the children have working books. These are books which contain photos, evidence of work, pupil voice, evaluations and work by artists. Key vocabulary is a main feature of these books and is written on post-it notes to make them stand out. The working books are referred to during art inputs when revisiting an area of work or reflecting on the learning taking place.

The art studio also contains a timetable of artists studied across the year which are put into rough chronological order under the headings; ancient art, traditional art, modern art and contemporary art. This encourages the children to make links between artists and their works.

Questions for discussion work which are linked to Bloom's Taxonomy and develop higher order thinking skills are also on display in the art studio.

There is work created by the children on display both in the art studio and around the school. This work is framed and admired by the children and adults in school and by our visitors and helps to raise the profile of art. We also have links with our local community such as the church and library which often display the children's work and makes them feel like "artists".

We strongly believe that the children's art books are their own and they are not to be "marked" as other subjects are. The staff ask the children's permission before drawing or writing in their books. They are their safe places for experimenting and developing the learning process. They are encouraged to reflect on their

learning through writing notes and although punctuation is not corrected, they are expected to take pride in their work and their presentation.

ASSESSMENT

Assessment is an integral part of teaching and learning and is a continuous process. To support this the art teacher makes notes on the progression document of children who have not met the learning objective and children who have attained it at a greater depth. This is updated regularly and is informed by questioning, observations (which are recorded on green slips) and work in children's book and projects that they are working on. This assessment is used to identify gaps in knowledge and these children are then supported when the area of learning is revisited so it informs planning.

At the end of each term, the art teacher assesses the children against the learning objectives using a cover sheet in each child's art book. In KS2 the children also assess themselves against these objectives as part of their reflections.

ART IN EARLY YEARS FOUNDATION STAGE

EYFS planning is based on the Development Matters statements and the Early Learning Goals (ELG). EYFS staff and the art teacher continually observe and assess children against these and plan the next steps in their art development.

Exploring is at the heart of the art curriculum in EYFS. The children are taught to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They are encouraged to respond imaginatively to art works and objects. They share their creations, explaining the processes that they have used.

The children learn through a mixture of adult led activities and child-initiated activities both inside and outside of the classroom. As well as engaging in planned activities, they have high-quality art resources available to them to that they can self-select and engage freely. Wherever possible, children's interests are used to support delivering the art curriculum.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to the art curriculum. Positive attitudes towards art are encouraged, so that all children, regardless of race, gender, ability or special needs (including those for whom English is a second language) develop an enjoyment and confidence with art.

"Art can help to boost confidence and makes us feel more engaged and resilient"

(Mental Health Foundation, 2019)

We believe that all learners can access art and therefore children are not taken out of art lessons to do other interventions. For some children, the creative subjects are their favourite part of the week as this is something that they feel able to do.

When needed, children are supported with their art through extra modelling and having steps being broken down into smaller parts. They might have someone scribe for them or have sentence stems or key vocabulary to help with their work. They might have support with fine motor skills such as someone helping them to cut something out or they might need a bigger pencil to hold or have different materials suggested to them. If children do not like the texture of something such as charcoal or a sponge, they can select alternative materials. Children are provided with differentiated activities to support children with SEND but also activities

which challenge children who are high achievers. All children are encouraged to pick a challenge that is suitable for their ability.

IMPACT

In order to ensure we measure impact, we gather a variety of data and feedback to check whether learning has been retained. The information gathered impacts the future planning of teaching and learning opportunities, ensuring we are responsive to the needs of our learners.

In weekly lessons we refer to the work on the working windows or in the working books and assess if the children have remembered the key vocabulary or some information about the artists that they are studying. At the end of each unit the children are asked questions about their work such as how the artist inspired them. This helps to assess the understanding and if the children have retained the information at the start of the unit.

We also use pupil voice to gather information about their lessons and how they like to learn.

ROLE OF THE ART SUBJECT LEADER

It is the role of the subject leader, along with SLT, to ensure the subject is monitored using a range of methods which inform the development of art teaching and learning. Following monitoring, outcomes are shared, with colleagues and relevant stakeholders, in a timely manner and areas for improvement are swiftly and effectively acted upon.

It is also the role of the art subject leader to:

- Promote the value and importance of art amongst staff and pupils and keep it at a high profile within our school.
- Identify and support the training needs of colleagues, particularly when doing whole school art days.
- Monitor, maintain and provide high-quality resources
- Ensure pupils' voice is valued and responded to.
- Keep up to date with developments in the area of art by finding and completing their own CPD
- Share subject knowledge beyond our school and be an active member of the local community and on social media groups.