ART POLICY 2026

Aims: Children enjoy art and become proficient in drawing, exploring ideas, evaluating and analysing. 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.

Teaching approaches: The art curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum. Art lessons are progressive and aimed at end of year expectations and sessions are structured to promote creativity and critical thinking. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Our teaching enables children to have opportunities to:

- Communicate their feelings
- Develop an idea or theme
- Experiment with elements of art, choosing appropriate media
- Modify their work
- Identify different types of art, craft and design
- Begin to identify the characteristics of art in a variety of genres
- Use imagination
- Relate artwork to other areas of the curriculum for example, Greek
- history
- Design and present work

Differentiation and challenge: Children will be supported through basic warm up activities, resilience to having a perfect complete piece of artwork and skilful questioning. Children who can show perseverance and natural confidence in their abilities will be challenged through their explanations, through their responses to an idea and through careful questioning from teachers. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Growth Mindset: We promote creativity in art so that children can explore their ideas.

Art Curriculum: We instil the core NC aims of a high-quality art and design education which should engage, inspire and challenge pupils, equipping them with the substantive and disciplinary knowledge to experiment, invent and create their own works of art, craft and design.

Inclusion and equal opportunities: All children can and will succeed in art. Our curriculum is fully inclusive and supports ranging needs and cultural diversity.

Exploration: Children are encouraged to develop ideas which can be changed and modified throughout.

Critique and analysing: Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas.

Planning in art: We follow the National curriculum. Substantiative and implicit knowledge is planned for within the seven areas of visual art; line, shape, colour, pattern, texture, form and tone. The

Teachers plan termly overviews, using a range of resources and publications. Teachers' planning is adapted according to the needs of the children and relates to the topics they are learning about where appropriate. Links to local artists are planned for as well as opportunities to study a wide range of art styles and artists.

Teaching of art: We follow specific skills needed for our school according to the needs of the children based on the NC.

Timetabling of art: Art warmups are taught weekly. Lessons in Art vary in each key stage in accordance with topics and stand-alone lessons. Skills are taught termly but teachers are encouraged to link skills when appropriate across different subjects.

Art in EY: Nursery and Reception work within the specific areas EUMM and BI of Development Matters. Children are given daily freedom to experiment with a range of media and materials and are taught to explore different techniques and drawing skills. EY also follows the whole school Art planning to extend their skill base.

How do we assess art? Assessment is through questioning and evaluation. Teachers use specific key questions linked to either (substantiative or implicit knowledge) for their year group to indicate progress in art and these are linked to the skills being taught. Key questions and use of key vocabulary is used to inform live in-class adaptations and future planning. Teachers then identify where additional support is needed. These assessments form part of the teacher judgement along with the child's personal sketch books.

Resources in art: Children are provided with a variety of materials, tools, and resources for practical work.

CPD in art: will be delivered by Art Lead, key teachers, and through the local authority.

Work and presentation: sketches and annotations are promoted in art. Children are encouraged to discuss drawings and images in their explanations. Work is completed using a variety of materials and evaluations recorded by both the children and peers using post it notes/smiley faces depending on the age of children.

Marking: there is no marking art, teachers will respond to misconceptions as a whole class using critiques. Pupils are encouraged to evaluate and reflect upon their own work in sketchbooks in order to track their personal progress where they are encouraged to enjoy safe experimentation within lessons. Pupils will also self-assess/peer mark. Skills taught and the short date are recorded on each piece of work.

Evaluation and monitoring: there is a monitoring cycle for art through pupil voice discussions, governor meetings, learning walks/drop-ins and sketchbook scrutinies.

School governor role in art: there is a link governor allocated for the oversight of Art – Jamie Bogle Jamie meets with the Art Lead to discuss progress, next steps and celebrate successes. Key documents/action plans will be shared when updated and regular meetings will be held with the link governor.

For further explanation or clarification of any item discussed in this policy, please see art lead

Jen Robson.

Policy links to articles: (articles 13, 14,28,29,31)