



Art Policy

September 2025

Art Policy

Introduction

This document is a statement of the intent, implementation and impact of the teaching and appreciation of Art at Walbottle Village Primary school.

The policy reflects the requirements of the National Curriculum and EYFS curriculum. It also recognises the cross-curricular nature of art.

Intent

In teaching art we intend to:

- encourage a love art
- foster an understanding of artists and their work
- teach art skills progressively
- support children to develop a confidence in producing their own art work

Implementation of the Teaching of Art

1. EYFS will provide opportunities to allow children to develop fine motor skills as the foundation for art activities in KS1. They will also provide opportunities for children to use and experiment with varied tools and media. They will have the opportunity to do drawings, paintings, collages, printing and junk modelling (sculpture).
2. In KS1 and KS2, children will complete art projects 3 times a year. Each year the children will study 3 artists (one from the UK, one from a European country and one from an international country). The artists will be from different art periods spanning 500 years and will develop the children's understanding of traditional, modern and contemporary art. They will compare art work of various artists, looking at colour, processes and influences. Children will be encouraged to give their opinion about specific artworks. They will compare art work of various artists, looking at the elements of art (colour, form, line, shape, space, texture, value, pattern and tone) within projects that teach:
 - drawing
 - painting
 - collage
 - sculpture
 - printing

Children will be encouraged to give their opinion about specific artworks and recognize that art is subjective. Our curriculum will ensure that children leave

our school with the knowledge and skills to support them to enjoy and create artwork in years to come.

3. Each project will allow for previously taught art skills to be practised and built upon through planning which ensures progression. Art projects will demonstrate the journey of the project. They will show information learnt about an artist or piece of art, experimental activity based on the skills progression document and a final piece to show how the learnt skills can be used to produce a piece of art. This will be presented in either a sketch book or sketch folder.
4. Children will use taught skills to experiment with different processes. They will also use these practised skills in a final piece of art.
5. Assessment will be formative through observing developing skills during the project. Teachers will also use progressive questioning to support them in making their subjects. After each art project has been completed, teachers will record whether a child is working toward, at or beyond expectation for the skills within a specific project.
6. Teachers will look for opportunities to take children to art galleries and museums where practical or inform families of such opportunities locally.
7. Pop-up art and craft clubs will be held throughout the year to give children the opportunity to create arts and crafts in addition to those taught and directed by the National Curriculum.

Impact

Our children will become knowledgeable about traditional, modern and contemporary art work and their creators. They will learn a range of art skills and develop them progressively. The children will develop the skills and confidence to create artwork of their own and to continue to develop as artists throughout their lives.

Role of the Art Coordinator

- responsible for the day to day operation of the Art Policy
- moderate planning schemes of work for all ages
- auditing and resourcing the school's art equipment, as well as maintaining and organising its storage and use

The art coordinator will also:

- seek to enthuse the staff and children and promote high achievements
- monitor, evaluate and advise on the teaching of art in the Early Years
- provide extra curricula activities such as art and crafts clubs

Gifted and Talented opportunities in art

The art coordinator will ensure that any beneficial workshops will be available to children who are Gifted and Talented in this area of the curriculum.

Equal Opportunities and Special Educational Needs

The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for SEN children and plan the curriculum with differentiated activities to allow each pupil access to the art curriculum in various ways such as modifying art equipment or providing extra support during lessons.

Assessment, Recording and Reporting

Informal, continuous assessment of the progression in art will be part of the normal teaching process to ensure continuity and progression. Formative assessments will be made during the lessons and reported to the parents through the written Annual Report in the Summer Term. The teacher will also carry out a summative assessment based on knowledge and skills learnt through each art project on an assessment grid.

Community Links

We encourage and warmly welcome visits by art specialists within the local community.

Staff Development

The art co-coordinator will attend courses and / or research current pedagogy around art in order to report back relevant information and initiatives to the other teachers and Local Advisory Board via Staff Meetings.

Monitoring and Review

This Art Policy will be monitored and reviewed as outlined in the School Improvement Plan. Local Advisory Board will work alongside the coordinator to ensure the policy is being followed to successfully deliver the planned outcomes.