



# Art Policy

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Rights Respecting  
Schools linked article:



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### Rationale

At Grand Avenue Primary and Nursery school we believe that the teaching of art in primary school is an essential part of every child's education. Art nurtures creativity, imagination and self-expression, giving children the tools to communicate ideas and emotions beyond words. It provides opportunities to develop curiosity, critical thinking and problem-solving, while fostering confidence and resilience through exploration and experimentation.

Through art, children learn to appreciate diverse perspectives and cultures, deepening their understanding of the world and their place within it. We believe that every child is an artist and that the creative process is as valuable as the final product. By embedding art within the curriculum, we aim to inspire a lifelong appreciation of creativity, encourage innovation, and empower pupils to see themselves as confident, capable and imaginative individuals.

### Aims

Following the National Curriculum for art, Grand Avenue Primary and Nursery School aims to ensure that all pupils:

- Use, understand and enjoy visual forms of communication and to be able to express feelings and ideas through these forms, with sensitivity and values.
- Engage each individual's creativity and imagination by providing stimulating and inspiring subject matter, accompanied by a variety of expressive artistic opportunities.
- Provide pupils with the skills to select, use and manipulate appropriate materials and equipment, utilising these effectively.
- Explore with the children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- Develop confidence, awareness and respect for self and for their peers.
- Learn how to make informed, thoughtful, aesthetic and practical judgements on their own and of other's work.
- Develop and refine motor skills, spatial, visual and tactile skills.

### Organisation

#### The Foundation Stage

Art will be taught through the Creative Development section of the FS Early years curriculum.

Children will have the opportunity to:

- Explore what happens when colours are mixed.
- Make constructions, collages, paintings and drawings.
- Choose particular colours to use for a purpose.
- Experiment to create different textures.
- Work creatively on a large or small scale.

In Key Stage One and Two pupils will be taught to:

- Explore and develop ideas.
- Investigate artists famed or renowned for the medium or style they are studying.
- Make arts, crafts and designs of their own.
- Evaluate both their own art and that of others.
- Show knowledge and understanding of a variety of artists, mediums and styles.



The school has designed a curriculum overview to be used throughout the school, ensuring continuity, coverage and progression of skills as set out in the National Curriculum. The document shows suggested artists, concepts, skills and links to the National Curriculum. Where possible, planning will show cross curricular links.

#### Key Stage One

Children will experience art through:

- Exploring the visual, tactile and sensory qualities of materials and processes.
- Having opportunities to explore the use of colour, shape, space, pattern and texture to represent their own ideas and feelings.
- Focused work on artists, craftspeople and designers.
- Asking and answering questions such as: "What is it like?", "What is it made from?", "How is it made?" and "How does it make you feel?"
- Sketchbooks are used to exhibit their learning journey.

At the end of Key Stage One, the children are given the opportunity to create a self-portrait using acrylic paint. These portraits are displayed in school and serve as an emblem of transition into Key Stage 2. When leaving the school at the end of Year 6, the children are given these portraits as a keepsake of their time at Grand Avenue Nursery and Primary School.

#### Key Stage Two

Children will experience art through:

- Controlling materials, tools and techniques.
- Using visual and tactile elements, materials and processes to communicate what they see, feel and think.
- Asking questions to increase critical awareness of roles and purposes of art in different times and cultures.
- Developing language and communication skills. (for example through multimedia and sketchbooks).
- Opportunities to value work with others, listening to and respecting the ideas of others and learning to value different strengths.
- Sketchbooks are used to exhibit their learning journey.

#### Responsibilities

The Art co-ordinator will be responsible for:

- Monitoring and reviewing practice across the school
- Advising and assisting colleagues in implementing the Programme of Study
- Ordering and organising resources and equipment.
- Liaising with outside advisory teams and other agencies.
- Ensuring the Programme of Study is in line with the demands of the National Curriculum
- Monitoring all aspects of planning.
- Observing art lessons being taught and provide feedback.
- Undertaking a pupil voice and act on responses from children.
- Ensuring assessment is consistent across the school.
- Ensuring the correct vocabulary is used when teaching art.
- Updating staff on local and national initiatives.
- Analysing data from record keeping.
- Producing and completing an annual action plan.
- Reporting to the Headteacher, staff, parents and Governors.



- Supporting staff when displaying children's work throughout the school.
- Collecting evidence of displayed art work and topic work, through photographs.

### The Role of the Governors

The governors will be responsible for:

- Becoming familiar with issues surrounding this policy.
- Agreeing the policy, revisions and amendments.
- Evaluating the success of the policy through visits to the school.
- Raising the topic on a regular basis at Governing Body meetings.
- Regularly reviewing the policy, alongside the art coordinator.
- Supporting the implementation of the policy.
- Ensuring funding to support this policy is considered during the budget setting process.
- Meeting with the art coordinator on a regular basis.
- Having a clear view of the strengths and areas for development.
- Attending relevant training.

### Staff Development

The art co-ordinator will advise and assist colleagues in any aspects of the art curriculum, for example locating resources, assisting with practical ideas. Organised INSET and staff meetings may be allocated to the art co-ordinator and other members of staff according to the school development plan. The art co-ordinator may also signpost other staff to relevant CPD opportunities.

### Planning, Monitoring and Evaluation

Key concepts

Each sequence of lessons will follow the flow chart of key concepts ensuring all skills are covered within each lesson (see appendix 1).

#### Medium Term Planning

Planning consists of each year group gathering ideas and skills from the curriculum overview in collaboration with the coordinator. Plans are completed on the school proforma provided (see appendix 2).

#### Short Term Planning

All class teachers are responsible for weekly planning based on the agreed medium term plans. They ensure that all essential activities (as identified in each unit) and assignment stages are covered. Planning includes differentiation, key vocabulary and opportunities to recap previous learning.

#### Monitoring and Evaluation

The monitoring and evaluation of art meets the requirements of the school monitoring policy.

Monitoring and evaluation activities include:

- Referring to teachers' plans.
- Sampling children's work.
- Observing lessons.
- Interviewing staff and children.
- Analysing assessment and record keeping.
- Photographing displays of designs, making processes and final pieces.

Learning outcomes in each unit identify how children can demonstrate their knowledge, understanding and design and make skills. These are reflected in the children's recording of focused practical tasks and assignments, and in teachers' comments on children's work.



### Assessment and Record Keeping

Teachers of art will use the school Marking Policy and Assessment Policy. They will:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate mean.
- Make sure our approach to marking and assessment is familiar to the pupils and the children have been adequately prepared for our assessment methods.
- Provide clear and unambiguous feedback to pupils to aid further learning.
- In the Foundation Stage a learning journal is kept with examples of artwork included and annotated.
- From Year One each child has a sketchbook that will be used as the child progresses through the school as evidence to show progression of skills and to inform assessments.
- Through discussion, observation and by listening to the children the class teacher will assess whether the objectives of the lesson have been met, this information will then inform future planning.
- At the end of each year the class teacher will complete an end of year assessment record, showing which children are meeting age related expectations, which children need support and which children are showing high ability in art. Records for PPG children are also made. This record is kept on the school computer system, used by the art co-ordinator for analysis and for the receiving teacher to begin planning.

### Resources

There are 3 main types of art resources.

- Consumable equipment (paints, pastels, clay).
- Books to assist the teaching of a particular skill.
- Tools for art. (Brushes, scissors, clay tools)

The art budget is used to fund these resources and is ordered by each year group when they are ready to begin their art unit of work.

- In every classroom there will be: paints, paintbrushes, glue spreaders, scissors, palettes, water pots, PVA glue, Sketchbooks, A4 coloured sugar paper, card, tissue paper, foil paper and gummed paper.
- All of these resources in the classroom are to assist children in developing their own independence in using the correct resources for a variety of artwork.
- It is the responsibility of the class teacher to ensure that centrally held resources are returned and that they are stored correctly and safely.

### Equal opportunities/entitlement

All children have equal access to the art curriculum, irrespective of race, gender, class or ability. The school ensures that all children cover the content made statutory by the Programmes of Study within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be available to enable children access to the learning required.

### Special Educational Needs (Including More Able)

The needs of all pupils are taken into account during art lessons including use of different tools and materials to ensure success. Talented pupils will be provided with individual opportunities, including more specialised equipment, extra time and challenging programmes to meet their imaginative and



creative potential. The art co-ordinator will provide examples of more able art pupils to support class teachers in identifying children with a special flair for art.

#### Parental and community involvement

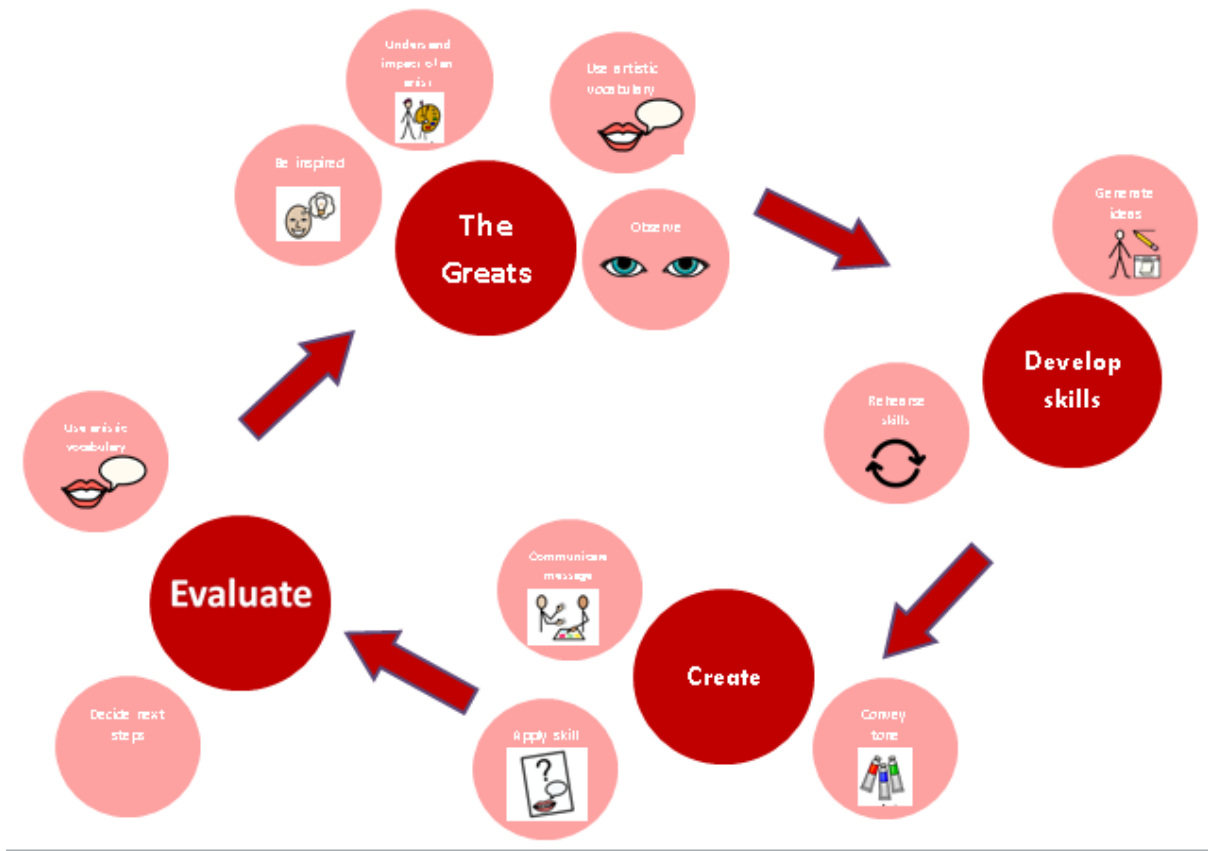
We welcome the part extra adults can play in supporting the teaching of art. We aim to provide opportunities for pupils to visit local galleries and events to support their understanding of art in the world around them. Parents/carers are regularly invited into school to view and celebrate displayed artwork.

#### Health and Safety

The Health and Safety guidelines will be displayed in each classroom (see Appendix 4).



## Appendix 1:



## Appendix 2: (Sample)

	Autumn	Spring	Summer
Nursery	Topics are child led		
Medium	Painting with large brushes, mark making with pencils and pens	Modelling with junk, also using smaller brushes and waterpaints	painting on different textures, e.g. tin foil, collage using different textured paper, card, material
Great	Focusing on illustrations from books read	Focusing on illustrations from books read	Vassily Kandinsky, also illustrations in books read
<div> <div>Mark</div> <div>Colour</div> <div>Reflective</div> <div>Sculpture</div> </div> <div>Skills</div>	Holding brushes/pencils correctly	joining materials together, cutting along a line, sticking, thinking of own ideas, painting with smaller brushes creating lines and shapes	creating work inspired by an artist, forming more defined drawings, cutting around a shape,
	naming prime colours	mixing shades of colours, mixing prime colours, naming secondary colours	mixing shades of colour and choosing colour for effect
	being able to talk through process while creating	Discussing own ideas when creating, explaining choices	Discuss what they like about their creation and how they could make it even better
	using clay to form a diva	junk models, large dragon	
Final Piece	creating own colour monster	Group project - Lunar New Year dragon	Kandinski inspired mural made of individual pieces



### Appendix 3: (Sample)

Medium Term Plan for Art

Summer 1

Previous knowledge & skills taught

Knowledge:

- Recognise the features of a sculpture
- Have knowledge of sculptors

Skills:

- Design three dimensional representations.
- Shape and construct malleable materials from observation.
- Add detail using appropriate tools (sculpting).

Date/Week	Learning challenge From P of S and/or note of scheme reference	Vocabulary eg Recap/introduce	Strategies for learning eg CT Modelling/child research. Demonstration/practical	Recording How?	Marking eg Peer/whole class	Cross curricular links Note of subject(s)
Part 1	Examine sculpture	Key vocabulary Malleable Texture Delicate Elaborate Intricate	Show examples of wire sculpture. Ruth Asawa. Discuss how this is different to sculpture they have completed before. What skills do they think a wire sculpture may require? Recap language used in previous YGs to describe sculptures. Do any of these apply here? Task: Pictures of wire sculptures in books for ch to reflect upon/apply vocabulary. Plenary: Show the ch examples of free wire sculptures and explain that this is our project for this half term.	Photos in Sketch books with language surrounding	Comment: wiggly line best uses of vocabulary or give suggestion of how to improve.	Geography Science
Part 2	Experiment with sculpture skills	Interwoven Branching Fastening	If we are using wire to create a sculpture how will we create shapes? Introduce vocab. Task: Experiment with different ways to twist wire following video example. <a href="#">Twisted Wire Sculptures: An Art Project Inspired by Ruth Asawa   3FMDMA (youtube.com)</a>	None	None	Geography Science

### Appendix 4:

#### Health & Safety

Whilst Health and Safety considerations & risk assessment remain the primary responsibility of the teacher in charge, the children should be taught to...

1. Reduce risks through responsible behaviour and use good practice to avoid hazardous situations developing.
2. Abide by simple safety rules when using tools or equipment.
3. Consider and recognise hazards in their proposed ways of working and take action to minimise them.
4. Store tools and materials with due regard and organise their working environment/practices in a safe way.