

Approved: Autumn 2025
Review: Autumn 2027
Website Policy

THE GLEBE PRIMARY SCHOOL

Art Policy



The Glebe Primary School

The Glebe Primary School is a Rights Respecting School.

Article 29: Education must develop every child's personality, talents and abilities to the full.

1 Aims and Objectives

- 1.1 Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through Art and Design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.
- 1.2 The objectives of Art and Design are:
- to use a range of materials creatively to design and make products;
 - to use drawing, painting and sculpture to develop and share ideas, experiences and imagination;
 - to develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space;
 - to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work;
 - to use sketch books to record their observations and use them to review and revisit ideas;
 - to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay);
 - to learn about great artists, architects and designers in history.

2 Teaching and Learning Styles

- 2.1 A variety of teaching and learning styles are used to teach Art and Design. School has adopted the Kapow Primary's scheme of work. Through this, the aim is to develop the children's knowledge, skills and understanding. The act of investigating and making includes exploring and developing ideas, and evaluating and developing work. This is done via a mixture of whole-class teaching and individual / group activities. Children are encouraged to evaluate their own ideas and methods, and the work of others - discussing their opinions appropriately. Children are given the opportunity to work by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.
- 2.2 The differing abilities of children within classes is recognised. Suitable learning opportunities are provided for all children by using adaptive teaching, ensuring that the needs of all learners are met. This includes a range of strategies to support and

challenge every pupil, such as:

- Scaffolding - activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- Multi-sensory approaches - lessons incorporate different elements to engage all learners.
- Clear instructions and structured tasks - ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- Opportunities for collaborative and independent learning - allowing pupils to work at their own pace while building confidence and independence.
- By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

3 Art and Design Curriculum Planning

3.1 By following Kapow Primary's scheme of work, the aim is to inspire pupils and develop their confidence to experiment and invent their own works of art. The Kapow scheme is designed with strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

3.2 Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

3.3 The curriculum overview shows which of the core areas are covered by each unit, in each year group and, more specifically, which term. Each unit works towards all of the national curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way.

3.4 The progression of skills and knowledge shows which skills are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art.

3.5 In order to further develop the children's knowledge of a range of artists and designers, all children will also study an 'Artist of the Term', where a famous artist is studied. Children explore a range of this artist's work and discuss style, themes and techniques used. This knowledge is then applied in order to create their own pieces of art in the style of their 'Artist of the Term'. The aim here is to:

- Enrich the existing art curriculum

- Expand the children's knowledge of a range of international, national and local artists
- Develop the children's ability to identify techniques and media used within different pieces of artwork
- Enable the children to express their opinions about pieces of artwork - thus developing their oracy and confidence

4 Art and Design and Inclusion

4.1 Art and Design is taught to all children, whatever their ability and individual need. Art forms part of the school curriculum policy to provide a broad and balanced education to all children. Through Art and Design we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs; those with disabilities; and those learning English as an additional language - we take reasonable steps to achieve this. For further details, see individual whole-school policies: Special Educational Needs; Disability Non-Discrimination; English as an Additional Language (EAL).

5 Assessment for Learning

- 5.1 Children demonstrate their ability in art in a variety of different ways. Teachers assess children's work by making informal judgements during lessons. Verbal feedback is given to the child to help guide their progress. Older children are encouraged to make judgements about how they can improve their own work. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning.
- 5.2 Teachers assess children's work in Art and Design by making assessments as they observe them working during lessons. They are encouraged to record the progress that children make by assessing the children's work against the learning outcomes for the lesson and the progressions of skills document. At the end of the academic year, teachers make judgements as to whether children are working at expected, below or exceeding age-related expectations. Teachers then use ongoing assessments and end of year judgements to report the progress of each child as part of the annual report to parents.

6 Resources

6.1 A wide range of resources are available to support the teaching of Art and Design across school. All classrooms have a range of basic resources and there are skill-specific boxes kept in a central location, for all year groups to access.

7 Monitoring and Review

7.1 The monitoring of the standards of children's work in Art and Design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art and Design, and providing a strategic lead and direction for this subject in the school.

7.2 Time is allocated for reviewing samples of children's work, observing lessons, gathering pupil voice and monitoring teaching.

7.3 A regular report is submitted to the Headteacher, which summarises Art and Design within school and areas for further development.

This policy will be reviewed every two years.

Signed: E Watson

Date: Autumn 2025

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This Policy has been approved at a meeting of the
Governing Body of The Glebe Primary School.

On: Autumn 2025

To be reviewed: Autumn 2027

Chair of Governors:
Gill Broome