



Barton Seagrave Primary School

Art and Design Policy

2026

Signed:.....

Chair of Governors

Signed:.....

Head Teacher

Barton Seagrave Primary School

Art Policy

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 media 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.
- 1.2 The aims of art and design are:
 - to enable children to record from first hand experience and from imagination, and to select their own ideas to use in their work;
 - to develop creativity and imagination through a range of complex activities;
 - to improve the children's ability to control materials, tools and techniques;
 - to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
 - to develop increasing confidence in the use of visual and tactile elements and materials;
 - to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

2 Teaching and learning style

- 2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding of art and design. We ensure that the act of investigating and creating something includes exploring and developing ideas, and evaluating work. We do this through a mixture of whole class teaching and group/individual activities. Teachers draw use to good examples of individual performances as models for the other children. We generate success criteria with the children to be used for the Art lessons. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.
- 2.2 As we recognise that we have children of differing abilities in all of our classes, we provide suitable learning opportunities for all children by matching the challenge of the task to the individual child. We achieve this through a range of strategies:
 - setting common tasks that are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty where not all children will complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individuals or small groups.

3 Art and design curriculum planning

- 3.1 Art and Design is a foundation subject in the National Curriculum and a specific area in Early Learning for the Foundation Stage. At Barton Seagrave Primary School we use these curriculums as the basis for curriculum planning. As well as specific art lessons we incorporate art into our topic work, linking it to other subjects such as literacy, geography, history etc. We also have an annual Arts Week which is planned to ensure progression of skills and knowledge throughout the key stages.
- 3.2 We carry out the curriculum planning in three phases, long term, medium term, and short term. The long term sets out the themes to be covered in the year band. The medium term plans give details of areas covered each term and the short term plans include the Milestone indicators (key skills) and activities to be carried out.
- 3.3 We have developed a Barton Seagrave Primary school 'Progression through Key Skills for Art and Design'. Each Year band has set skills that they will cover in order to ensure continuity and progression throughout the school. We have planned the skills so that there is an increasing challenge for the children as they progress through the school as well as the opportunity to revisit any skills that we feel the children have not been recalling. We plan the activities in art and design so that they build upon the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding. Art topics have been refined so that there is less to cover each year allowing improved coverage of skills. Topic areas are repeated at regular intervals to ensure skills are revised and built on over the key stages.
- 3.4 During our annual Arts week teachers will plan to cover any of their year bands key skills that have not been covered and revisit any skills that teachers feel that the children have not fully grasped.

4 The Foundation Stage

- 4.1 We encourage creative work in the reception classes and this is part of the Foundation Stage Curriculum. We relate the creative development of our children to the objectives set out in the early learning goals. The children's learning includes art, music, dance, role-play and imaginative play. This range of experience encourages children to make connections between areas of learning.
- 4.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to using their various senses.

We give them the opportunities to work alongside artists and other adults whilst encouraging their own individual creativity.

5 Contribution of Art and Design to teaching other curriculum areas

5.1 English

Art and design contributes to English in Barton Seagrave Primary School through encouraging children to ask questions about their work, comparing ideas, methods and processes and expressing what they think and feel about them.

5.2 Mathematics

Art and design contributes to the teaching of mathematics through giving opportunities to develop children's understanding of shape and space in two and three dimensions.

5.3 Information and Communication Technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. We use digital cameras to record images, and progress with children's work. Children use the internet to find out more about famous artists and designers as well as finding images as a stimulus for art activities. We have also purchased cameras to be used as part of the Art curriculum, specifically in Year 5 and 6, but also available to the wider school community.

5.4 Personal, Social and Health Education (PSHE)

Art and design contributes to the teaching of some elements of Personal, Social and Health Education and citizenship as the children discuss how they feel about their own work and methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.5 Spiritual, Moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the opportunities they are given to work with each other during lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings of their own work and that of others. Their work encourages them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and adults, developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work.

5.6 International Schools

Our curriculum allows children to explore a range of work from different artists from around the world.

5.7 Eco Schools

We include a range of materials and media in our curriculum to include recycled and natural materials where possible.

6 Teaching art and design to children with special educational needs

- 6.6 At Barton Seagrave Primary all children are given equal opportunities to develop their art and design knowledge, skills and understanding. Through our art and design teaching we provide learning opportunities that enable all children to make progress. We strive hard to meet the needs of children with special educational needs, disabilities, special gifts and talents.
- 6.7 Assessments are made by individual teachers against the key skills outlined and the National Curriculum to ensure that our teaching is matched to the needs of the children and that all children are making good progress.
- 6.8 We enable all pupils to have access to the full range of activities involved in learning art and design. Where children are to be involved in activities outside the school, for example, visiting an art gallery, we carry out a risk assessment prior to the activity, to ensure that it is safe and appropriate for all pupils.

7 Assessment and Recording

- 7.2 7.1 We assess the children's work against the Key Skills and Early Learning Goals in Art and Design whilst observing them during lessons. We make end of year reports and take photographs of the children's work to keep as evidence and to help teachers to understand the levels of achievement in previous years. These photographs are stored in an evidence portfolio on the Google Drive for the teachers to add evidence of Art teaching across the curriculum. This is then easily accessible for the teachers to see what has been achieved in previous year bands.

8 Resources

- 8.1 We have a wide range of resources to support the teaching of art and design across the school. All of our classrooms have a range of basic resources and the more specialised equipment is kept in the art resources cupboard. Resources are to be returned by members of staff to ensure that they are stored properly and to avoid wasted resources. Each year group has an allocated budget every year to use to buy the appropriate resources needed to teach the skills. These resources should be kept in year group bases.

9 Learning Environment

We believe that our school environment makes a big difference to pupil learning. As art lends itself to displays we endeavour to make displays around the school that stimulate creativity and learning.

10 Monitoring and Review

- 10.1 The monitoring and review of the standards of children's work is the responsibility of the subject co-ordinator, who also;
- supports colleagues in the teaching of art and design by keeping informed of any current developments and providing lead and direction for the subject;
 - creates an action plan and annual summary report in which they evaluate the strengths and weaknesses in art and design and indicates areas for further improvement;
 - reviews evidence of children's work and when possible observes art and design teaching across the school.
- 10.2 This policy will be reviewed regularly.

11 Community links

- 11.1 As part of our Arts programme we are developing community links, including working with teachers and pupils at The Latimer Arts College, inviting volunteers in to support our art work, working with artists and sharing our art work with the wider community.

12 Photography

- 12.1 We have added a photography component to the Year 5 and 6 curriculum and other year groups have access to cameras to support teaching of a variety of art skills through technology.

13 Sketchbooks

- 13.1 Sketchbook work forms the back bone of our Art curriculum. Most work children do should be in sketchbooks which we use in the form of journals, scrap books and as exploratory and planning pages to investigate art movements, artists, media, techniques, etc. Sketchbook work starts with whole class floorbooks in EYFS and

moves onto individual sketchbooks from Year 1 which are developed as they move through the school.

Art Co-ordinator: Kim Clarke

Dated: May 2026

Policy Review Date: