



Art Policy

May 2026

Approved by the Governing Body Strategy Group 13/05/26

**This Policy is due for renewal in Term 5
2027–28**

ART POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE: INTENT

1.1 INTENT (as displayed on our school website)

At Godinton Primary School, Art, alongside Design Technology forms part of our ‘Creative Adventure’. The artistic opportunities provided for the children as they voyage through the world of art, enable them to work with a variety of media and develop a range of skills to produce imaginative pieces of artwork. We encourage all our children to develop their talents – we may have a future Pablo Picasso, Frida Kahlo or Barbara Hepworth in our midst – and through the medium of art want our children to feel confident to try new things, to experiment, to be reflective about their work and to feel proud of their achievements.

Through our artistic adventure, our children learn skills of drawing, painting, printing, collage, textiles and 3D art with digital art weaving through the curriculum. They learn about the lives of inspirational artists who have set the art world alight and the impact they have had on the world around them and about art from different cultures. The children’s artistic vocabulary is developed so they can talk with increased confidence about art and we provide opportunities for the children to make links with other areas of the curriculum so art is not always viewed in isolation. We want our children to be inquisitive and ask questions – How was this piece of work produced? How can I mix colours to convey a mood in my picture? We want them to view the world around them with the eyes of an artist and think about shapes, colours and texture so they can use their observations to inform their own work.

Most importantly, we want our children to be enthused by art – we want them to have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, curators, textile designers or printmakers. By enjoying the activities which form our curriculum their skills will flourish and they will make good progress.

As part of our Guiding Stars curriculum, Art, Design Technology and Music are the leading light subjects for ‘Creative Thinking’.

Within these curriculum areas, the children learn how to manipulate sound, media and materials to respond to different stimuli in interesting and innovative ways and they capture ideas in visual or audio form. The children learn how to make prototypes to test ideas. They come up with new solutions and are not afraid to adopt a trial and error approach, thinking outside the box and evaluating success and looking for ways to improve. The children enjoy collaborating in order to make the best of everybody’s ideas and

discover how famous artists, architects and musicians paved the way with new ideas and discoveries.

1.2 The aims of art at Godinton 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.

SECTION TWO – TEACHING AND LEARNING STYLE

2.1 The school uses a variety of teaching and learning styles in art lessons to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They 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 information and technology.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities which provide suitable challenge and support for all. We achieve this through a range of strategies:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

SECTION THREE: CURRICULUM STRUCTURE AND PLANNING

3.1 Our Curriculum implementation is below. This information is also provided on our school website:

Our curriculum focuses on the units of drawing, painting, printing, collage, textiles and 3D (modelling and sculpture) art. Each area of focus is covered as a block of 6 lessons, three times between Year 1 and Year 6 in order to ensure that skills and knowledge progress and that the children build on their prior learning.

Lessons are put together as a sequenced unit of work which teachers plan in order to build up the skills and knowledge needed to produce a final piece of work. This sequence of lessons includes opportunities to explore the works of famous artists, experiment with different media, tools and techniques, produce trial pieces which can be improved and developed and creating an end piece which incorporates all these elements. The children are guided and supported by their teachers who provide verbal and written feedback which celebrates success and helps identify how the children could further improve their work. Children record their work in their Creative Adventure books.

As they journey through the unit of work, the children have the opportunity to discuss their work and that of others, sharing good ideas and opinions. They are encouraged to be reflective and to evaluate their own work as well as work produced by others.

Where circumstances permit, we plan opportunities for children to visit art galleries and museums, as well as visits from local artists.

3.2 A long term art plan is in place to ensure coverage across both key stages and is available on the school website. The long-term plan maps the art topics studied in each term during each key stage. Alongside this document, we also have a Progression of Artistic Key Skills document which staff use during planning sessions. Knowledge Organisers have been created for each of the 6 strands with three available for each year group. These ensure that teaching staff understand children's prior knowledge and how their art skills and knowledge will develop next. These also outline key vocabulary which should be covered for each strand, in each year group.

3.3 Class teachers create flipchart planning to provide greater detail as to the learning objective for each lesson and the main content. They will also take into account: how to engage the children in the lesson, resources required, how children will be organised, how the children will if appropriate, differentiation (if appropriate), use of IT to support learning (if appropriate), and particular vocabulary (if appropriate), as well as how adults may be used to support learning. This planning is linked to other areas of the curriculum where possible, making it part of our creative curriculum.

3.4 To enrich our curriculum, we plan whole school art days during the academic year. The focus of these days is decided by the Art Co-ordinators. The focus could be a theme which

results in a whole school art piece being created or the themes or focus may differ across mini schools. We also curate vibrant, whole-school art experiences such as our much-loved Easter Bonnet Parade—where every child is invited to unleash their imagination, celebrate their individuality, and proudly showcase their creativity as part of a joyful, shared celebration.

SECTION FOUR – EARLY YEARS FOUNDATION STAGE

Through Expressive Arts, children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out. Children are encouraged to create artwork on both small and large scales and our outdoor environment supports this well. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

The EYFS framework is structured very differently to the National Curriculum and it is organised across seven areas of learning rather than subject areas. Art appears under the specific area of **Expressive Arts and Design**, but it also features in the prime area of **Physical Development**.

In our Reception classrooms, Art is taught through a cross-curricular approach by linking each area of learning to a termly topic or focus book. Our children are taught key skills such as colour mixing, designing, and constructing through engaging, interactive lessons that relate, not only to our termly topics and focus books, but also to the children's own interests and experiences. Children are given opportunities to develop their artistic skills, imagination and use of tools and equipment through exciting play-based activities and 'enhancements' during child-initiated sessions. They are encouraged to work collaboratively to create shared artwork as well as individual pieces. Our children are provided with a wide range of materials and equipment to explore on a daily basis, most of which are readily available for the children to choose and use independently in our 'creation station'. Children are encouraged to create on both small and large scales and our outdoor space is designed to support this, in addition to our internal classrooms. Children are able to develop their communication and language skills through talking about their creations and sharing these with others, to build confidence and raise self-esteem.

It is our aim that when children at Godinton Primary School finish their first year of school and move into Year 1, they will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Hold a pencil effectively in preparation for fluent writing – using

- The tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

SECTION FIVE: THE CONTRIBUTION OF ART TO OTHER SUBJECTS

Our Art curriculum forms part of the children's Creative Adventure work along with DT.

5.1 English

Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. Children also have opportunities to evaluate their own work and the work of their peers.

5.2 Mathematics

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

5.3 Computing

We use IT to support art teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists, designers and craftmakers.

5.4 Personal, social and health education (PSHE) and citizenship

Art contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the 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 offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps 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 with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople. Whole school art projects and opportunities help to develop the whole child.

SECTION SIX: TEACHING ART TO PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS

6.1 We teach art to all children, whatever their ability. Art forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children whether they have special educational needs or are academically more able and take into account the individual targets set for them.

SECTION SEVEN: ASSESSMENT AND RECORDING

7.1 Teachers provide feedback to the children on a regular basis; this may be verbally, through written feedback in the children's Creative Adventure book or group flip chart feedback (see marking and feedback policy). Effort and attainment in art is also included in the child's school reports.

7.2 Overall summative judgements shall be given twice a year by class teachers. The teacher assesses against key curriculum objectives and provides a 'best fit' for each child, i.e. whether they are working below age-related expectations, at age-expected or are exceeding the age-related expectations. This is recorded on Arbor and shared in school reports.

7.3 The Art subject leader will analyse this **data** and will use this to inform the other teachers as to how the children in school are progressing from year to year.

7.4 At Godinton Primary, we issue two pupil reports per academic year and pupil attainment in Art is shared with parents in the Spring and Summer reports.

SECTION EIGHT – RESOURCES

The school provides useful resources for all art units across the school. We keep these resources in a central store. The library contains a good supply of topic books and ICT resources to support children's individual research.

Risk assessments cover the use of tools in art lessons – this includes the use of lino cutters, scissors and hot glue guns.

SECTION NINE – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in

delivering the curriculum they set suitable learning challenges of **CIC**, respond to the diverse learning needs of **CIC**, and help to overcome the potential barriers to learning and assessment for **CIC**. The Art coordinator will support staff in doing this within this subject.

SECTION TEN – EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION ELEVEN – MONITORING AND REVIEW

The art co-ordinator, and Curriculum leader is responsible for monitoring the standard of the children's work and the quality of teaching in art.

They are also responsible for supporting colleagues in the teaching of art, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

They evaluate the strengths and weaknesses in the subject through data analysis and indicate areas for further improvement, which may then be fed into the School Improvement Plan.

This policy is reviewed every two years.