Ladygrove Primary School and Nursery

Art Policy

Reviewed January 2026

Next Review January 2027

Rationale

At Ladygrove Primary School and Nursery we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

> "Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake, Children's Laureate

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. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. We take pride in displaying the children's art throughout the school for all to see.

We follow the National Curriculum for Art and Design, supplemented by resources from Kapow.

- We teach the compulsory strands of drawing, painting and sculpture.
- Our progression document has a focus on the children knowing more and remembering more as they progress through school.

Aims

At Ladygrove Primary School we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, and provide opportunities for studying contemporary, modern and traditional art and artists.
- celebrate and explore the work of artists from around the world, analysing and discussing their work to develop their artistic vocabulary.
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- experience a broad and balanced range of art activities and show progression within these experiences.
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.

• show development of ideas and their own skills through the use of a sketchbook.
• develop use of a range of tools, media and processes .
• Through art, extend and enrich other curriculum areas

Mental Health and Wellbeing in Art and Design

Here at Ladygrove, we recognise the importance of promoting mental health and wellbeing throughout our school community, school vision and within our curriculum. Art can cause anxiety, especially if a pupil feels they are not as good as their peers. Through our Arts curriculum, we celebrate mistakes as a way of learning and moving forward. Arts is a creative subject and we want children to be intrinsically motivated to learn and enjoy this subject and achieve that great feeling once they have produced their desired outcome.

Role of the Subject Leader

The role of the subject leader is to;
• advise and support staff in planning teaching and learning of art
• support staff with art technique
• monitor planning as part of on-going subject monitoring and evaluation of practice
• use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
• audit art resources, ensuring they are readily available and well maintained.
• keep up-to-date on the use of Art in the curriculum
• promote art throughout the school e.g. organise an art day during the summer term • to monitor use of the sketchbook throughout the school

Teaching and Learning

The Foundation Stage

The different aspects of the arts are encompassed within Expressive Arts and Design in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. Reception also follow the Kapow art scheme. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 and 2

Staff use the Kapow scheme of work to develop lessons relating to the theme and children's abilities and experience.

Our planning includes opportunities for

- children to work individually, in pairs or in larger groups
- preliminary investigation work using sketch books
- first hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

Recording Responses

Each child from Year one upwards has their own Art sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio. The sketchbook is used as a way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbooks should show the learning journey to the final piece of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media, as well as to explore, comment and reflect upon the work of other artists. To develop the children's substantive knowledge, they should explore how art is made and the history of artists and their creations.

To develop the children's disciplinary knowledge, the children will engage in discussion about art through their sketchbooks and use key vocabulary associated with the different elements of art. Work should be dated with the learning objective and success criteria so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- Practise certain skills and features, and to gather information for use on a larger piece of work.
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints.
- Experiment with different colours, patterns, textures, and materials, giving their opinions on their preferences and ideas.

• Record details about the item being drawn or sketched for future reference

• Include sketches and working drawings for ideas of things the children want to make

• Making observations about the work of different artists, referencing the different elements of art, including the colour, texture, shape and lines.

• Gather information to give specific knowledge of how things are made or work.

Cross-curricular Links

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

• ICT

• Literacy and numeracy

• Spiritual, moral, social and cultural development.

Use of I.C.T

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

Literacy

Art and design 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 can compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design 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.

Spiritual, moral, social and cultural development

The teaching of art and design 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 encourage 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, cultures and religions through their work on famous artists, designers and craftspeople.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work. Differentiation The teaching of art and design needs to consider the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Inclusion:

We aim to promote opportunity and equality for every child and ALL children have equal access to an Art curriculum. We want to protect our children and families from any form of discrimination linked with the Protected characteristics.

https://www.gov.uk/discrimination-your-rights

Policy- Document Status			
Date of Policy Creation	January 2026 – reviewed every year annually	Named Responsibility	Allison Skelton
Date of review completion	January 2026	Named Responsibility	Pupils, Staff, Parents and Governors
Inception of new Policy	January 2026	Named Responsibility	Kirsty Stewart
Date of Policy Adoption by Governing Body		January 2026	