



# Art Policy

**Approved by:**  
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**by:**

Signed by:

Headteacher

Date: February 2025

Chair of governors

Date: February 2025

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## Statement of intent

Pear Tree Infant and Nursery School understands that art helps to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. Our school is committed to encouraging pupils' curiosity and creativity, allowing them to think critically and develop a thorough understanding of art and its place in the world, including how it reflects our history and contributes to the culture, creativity and wealth of our nation.

By teaching art, we aim to ensure pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing and painting, sculpture and other art techniques.
- Can evaluate and analyse creative works using the language of art.
- Know about great artists and understand the historical and cultural development of their art forms.
- Enjoy an active involvement in art.
- Have the confidence and skills to communicate their ideas through their artwork.
- Have opportunities to experience a broad and balanced range of art activities and show progression within these.
- Become visually literate and able to identify and apply the key elements of art.
- Are given equal access to the experience of art, regardless of their gender, race or disability.

## **1. Legal framework**

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
  - DfE (2013) 'National curriculum in England: art and design programmes of study'
  - DfE (2023) 'Statutory framework for the early years foundation stage'
  - Equality Act 2010
- This policy operates in conjunction with the following school policies:
  - SEND Policy
  - Educational Visits and School Trips Policy
  - Health and Safety Policy

## **2. Roles and responsibilities**

2.1. The lead teacher for art is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for art.
- Reviewing changes to the national curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of art, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in art.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of art to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in art.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art to other curriculum areas, including cross-curricular links and extra-curricular activities.

2.2. The class teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' art skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Displaying pupils' artwork in a way that enhances the learning environment and promotes a variety of ideas and designs.
- Liaising with the art subject lead teacher about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to a member of the SLT.
- Undertaking any training that is necessary to effectively teach art.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

2.3. The SENCO is responsible for:

- Liaising with the art subject lead teacher to implement and develop specialist art-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of art in pupils' individual education plans (IEPs).
- Advising staff on the use of TAs to meet pupils' needs.

### 3. Curriculum objectives

3.1. The National Curriculum will be followed for all art and design teaching:

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the art and design aspects of pupils' work relating to the objectives set out within the framework. The ELGs cover:

- **Communication and language:** listening, attention and understanding; and speaking.
- **Personal, social and emotional development:** self-regulation, managing self, and building relationships.

- **Physical development:** gross motor skills and fine motor skills.
- **Literacy:** comprehension, word reading, and writing.
- **Mathematics:** number and numerical patterns.
- **Understanding the world:** past and present; people, culture and communities; and the natural world.
- **Expressive arts and design:** creating with materials; and being imaginative and expressive.

Pupils will be provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Pupils in reception will be taught 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.
- Make use of props and materials when role playing characters in narratives and stories.

During Years 1 and 2, pupils will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

#### **4. Equal opportunities**

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the art curriculum is differentiated for these pupils, in line with the school's SEND Policy.
- The planning and organising of teaching strategies for art will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of art as one of many resources to enable all pupils to achieve their full potential.

## **5. Cross-curricular links**

### **English**

- Art enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils can compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils can use art when creating and drawing images and designs in their English work, e.g. when creating stories with pictures.

### **Maths**

- Art contributes to the teaching of maths by enhancing pupils' understanding of shape, space and measurement.

### **PSHE**

- Art is used to encourage pupils to discuss their feelings about their own work, as well as their peers' work, and explain their work methods and approaches.

### **SMSC**

- Teaching art offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art helps pupils to develop respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists.

### **ICT**

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

## **6. Health and safety**

- 6.1. Pupils are allowed full access to a wide range of materials in art, to maximise their learning experience; however, health and safety concerns are inherent with this subject, including storing materials and tools, and the use of equipment.

- 6.2. PPE, such as gloves and eye protection, is made available to all pupils and teachers where required.
- 6.3. The risks of each task and the tools required will be assessed by the classroom teacher before lessons, and relevant PPE will be compulsory based on their decisions.
- 6.4. All tools and equipment will be checked before the start of every lesson by the classroom teacher.
- 6.5. Pupils will be taught to use tools and equipment properly by the classroom teacher before use. They will also be fully briefed on the importance of how to correctly use tools and equipment.

## **7. Teaching and learning**

- 7.1. The school uses a variety of teaching and learning styles in art lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 7.2. Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.
- 7.3. Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing artwork, and evaluating these.
- 7.4. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their peers' ideas and treating these with respect.
- 7.5. Principles for effective teaching include:
  - Setting tasks in the context of pupils' prior knowledge.
  - Promoting active learning.
  - Inspiring, exciting and motivating pupils to know more.
- 7.6. Strategies for effective teaching include:
  - Ensuring the teaching methods used suit the purpose and needs of the pupils.
  - Providing a meaningful context and clear purpose when assigning tasks.
  - Using focussed practical tasks to help pupils develop and evaluate artwork.
  - Ensuring tasks are built on skills and understanding.
- 7.7. The classroom teacher will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.

- Utilising TAs to ensure that pupils are effectively supported.
- 7.8. Displays of artwork are used to celebrate achievement and support teaching and learning.
- 7.9. The school promotes displays of artwork in classrooms to influence how pupils feel about their environment, convey standards and promote high expectations.
- 7.10. Displays are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the school and respond to pupils' interests.

## **8. Planning**

- 8.1. Planning of the art curriculum is focussed on creating opportunities for pupils to:
- Use a wide range of materials.
  - Produce creative work, explore their ideas and record their experiences.
  - Appreciate and understand the work of other artists and famous people.
  - Record their ideas and plan for larger pieces of work.
  - Discuss ideas and planning with their peers.
  - See that their work is valued, celebrated and displayed around the school.
- 8.2. The school creates long-term, medium-term and short-term plans for the delivery of the art curriculum – these are as follows:
- Long-term: includes the topics studied in each term during the key stage
  - Medium-term: includes the details of work studied each term
  - Short-term: includes the details of work studied during each lesson
- 8.3. The art subject lead teacher is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 8.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 8.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 8.6. Issues of health and safety are addressed in the planning and delivery of the art curriculum.
- 8.7. Art is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- 8.8. Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1.

- 8.9. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 8.10. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 8.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **9. Assessment and reporting**

- 9.1. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- 9.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.
- 9.3. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.
- 9.4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 9.5. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- 9.6. Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.
- 9.7. The progress of pupils with SEND will be monitored by the SENCO.

## **10. Resources**

- 10.1. The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- 10.2. The art budget covers the cost of materials and replacement tools. Class teachers are required to maintain the tools and equipment in their classrooms.
- 10.3. Display walls are utilised and updated on a termly or half-termly basis, in accordance with the area of art being taught at the time.
- 10.4. At the start of each school year, the art subject lead teacher will work with the headteacher to assess the school's art tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed every two years by the art subject lead teacher and headteacher.
- 11.2. Any changes made to this policy will be communicated to all members of staff.
- 11.3. All members of staff directly involved with teaching art are required to familiarise themselves with this policy.
- 11.4. The next scheduled review date for this policy is 2026.