

Carrington Infant School (Carrington Schools Federation)

Art Policy

MISSION STATEMENT:

The Carrington Schools Federation: an ambitious, caring, and inclusive community.

VISION:

To be a nurturing community that develops respectful, resilient, and happy children with the self-belief, knowledge, and skills to thrive in the future.



Date Policy last reviewed: October 2025

Signed by:

Head Teacher: Kate Cliffe

Date:

Chair of Governors: Nadia Zachary

Date:

Art Policy

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Art Policy

1. Purpose of the policy

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SLT
- Teaching staff
- Governors

2. Subject Vision

At Carrington Infant School our vision within Art and Design is to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. We want to develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate thoughts, feelings and meanings. We will explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures. We encourage pupils to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments. Celebration of the pupils work and artistic skills is also important as we work to build pupils self esteem. We also aim for Art and Design to be a completely inclusive subject where it is accessible and enjoyable to all pupils within our school .

3. Aims and Outcomes

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.'

(Quote from DFE Art and design programmes of study: key stages 1 and 2 National curriculum in England)

The national curriculum for Art and Design aims to ensure that all pupils:

- Explore different artistic and creative mediums, use their imaginations and express themselves creatively
- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

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4. Teaching and Learning

Art is taught following the Plan Bee schemes of work. It is overseen by the Art co-ordinator. The units are especially chosen to fit with the topics of each term to give additional context to their learning.

At all stages all pupils will;

- observe, record and express the natural and manufactured world through a variety of media
- undertake individual and group projects in art which encourage group, independent & imaginative work
- have time to reflect on and talk about their work
- be encouraged to develop an aesthetic awareness of their environment
- be experiencing reproductions of “Works of Art” and discussing them in a meaningful way
- realise the cultural heritage of other societies both past and present
- be developing an understanding of technological processes in relation to art and design activities

Have their work celebrated through exhibition.

5. Curriculum Overview KS1

	Autumn Term	Spring Term	Summer Term
Year 1	Drawing – Make your mark	Sculpture – Paper Art	Painting – Colour Chaos
Year 2	Drawing – Sparks and Flames	Sculpture – Clay Creations	Painting – Life in colour

Implementation

The teaching and implementation of the Art and Design Curriculum at Carrington Primary School is based on the National Curriculum and focuses on skills progression. Art and Design is taught as part of a half-termly topic, with all objectives planned carefully to ensure progression of skills and knowledge across the school. The children’s learning is enriched through visiting artists, specialist workshops, extra curricular art club and whole school exhibitions.

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

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6. Cross curricular Links

Opportunities are used to encourage children to use their creative knowledge over all subject areas and create a more practical approach to learning.

English: Art and design contributes to the teaching of English in our school by encouraging children to ask 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.

Mathematics: Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE) and citizenship: Art and design 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 during their work.

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 encourages them to collaborate and cooperate 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.

ICT: ICT enhances our teaching of art and design, wherever appropriate. Children use software to explore shape, colour and pattern in their work. They also have opportunities to be creative when programming, designing settings and characters while using 'Scratch Junior'.

Science: Science and art link closely together with pupils often recording their scientific observations as drawings. This year the school is also holding a special combined art and science 'bug project', where pupils will learn about minibeasts, moths and butterflies and produce artwork to support their learning and understanding of these beautiful creatures.

7. Assessment and Learning

At Carrington Infant School in KS1 we use PITA (point in time assessment) for a sample group of children who are tracked on Sonar using our skills/knowledge tracker. Any children working below age expected standards are noted and discussed at pupil progress meetings.

In Year 1 each child has their own art folder where their artwork is collected. This is due to art being regularly created through the processes of continuous provision.

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Year 2 record their artwork in sketchbooks. Photographs of artistic processes are also recorded onto the art dojo page along with pupil voice.

Children's standards and achievements in Art in the EYFS are assessed termly as to whether they are on track or not on track to meet the early learning goals for expressive arts and design. Assessment in EYFS include both formative and summative.

In class, pupils will also receive verbal feedback and praise from their teachers.

Parents will be informed of their child's progress at parent's evenings during the Autumn term, Spring term and by the Annual Report to Parents in the Summer term.

8.Resources

High quality Resources are purchased as required for each unit for each year group and stored within the Art room.

These include:

Watercolour pallets, poster paints, acrylic paints, finger paints, range of paint brushes, paint stampers and rollers, mixing palettes, charcoal, oil pastels, chalks, water colour pencils, inks, water colour papers, tissue papers, textured papers, drawing pencils, graphite pencils, glue, triple easel.

A bespoke scheme of work has been created by the Art co-ordinator to meet the specific needs and requirements of the pupils in this school. We ensure there is focus on the development of artistic skills and knowledge clear progression throughout the year groups.

9.Roles and Responsibilities

The role of the subject leader is to:

Seek to enthuse pupils and staff about art and design and to promote high achievement.

Advise and support staff in the planning, delivery and assessment of art and design.

Offer specialist advice and knowledge for special needs and more able pupils.

Monitor and evaluate the standards of children's work and the quality of teaching in art and design throughout the school.

Undertake lesson observations of art and design teaching across the school .

Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing.

Purchase, organise and maintain teaching resources and manage a delegated budget.

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Advise the Headteacher of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement.

Organise thematic 'Arts Weeks.'

Co-ordinate displays.

Develop links with advisory services and outside artists.

10.Inclusion

In line with the school's inclusion policy for SEND pupils, subject leaders and class teachers will work together to ensure that all pupils have work planned to meet their specific needs. All children will cover the content made statutory by the programmes of study within the National Curriculum. Pupils will access this curriculum at the appropriate level, ensuring progress and adaptations. In Key Stage 1 we build on the Early Learning Goals from The Statutory Framework for The Early Years Foundation Stage.

Links to other policies

Assessment Policy

SEND Policy

EDI Policy

Monitoring and Review

Mrs Cook

Review October 2025