



## Sutterton Fourfields CE Primary School Art Policy

Policy name	<b>Art Policy</b>
Member of Staff Responsible	& SLT
Issue Status/Date	15 <sup>th</sup> September 2025
Review Date	15 <sup>th</sup> September 2028

This policy has been adopted by the Governors/Directors in consultation with the art subject leader and teaching staff.

This policy should be read in conjunction with other policies in school including, DT, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

### **The Context**

Art education at our school plays a vital role in fostering creativity, emotional expression, and cultural awareness. Pupils from EYFS to Year 6 engage in a broad curriculum that includes drawing, painting, sculpture, textiles, and digital media. The subject is taught weekly and often integrated into cross-curricular themes such as history, geography, and literacy.

Art is currently delivered by class teachers with support from the subject leader. There is a growing emphasis on developing progression in skills, celebrating pupil outcomes, and ensuring inclusivity for all learners, including those with SEND.

### **The Purpose of art**

Art and Design is an integral aspect of our curriculum, embodying the school's mission to equip children with the knowledge, skills, and understanding they need to become caring individuals, responsible citizens, and lead healthy, fulfilling lives. Through art, pupils become reflective and thoughtful artists who appreciate the freedom of expression and respect the diverse interpretations that others may bring to a piece.

- Art plays a key role in supporting our wider curriculum ambitions:
- It nurtures high aspirations by encouraging pupils to take creative risks and strive for excellence in their work.



LINCOLN ANGLICAN  
ACADEMY TRUST  
DIOCESE OF LINCOLN

- It offers rich cultural experiences, allowing pupils to explore the lives, traditions, and perspectives of people from both the past and present.
- It fosters a love of lifelong learning, often linking with reading and storytelling through artist studies and thematic projects.
- It promotes British Values by celebrating individual liberty, encouraging freedom of expression, and cultivating tolerance and respect for different artistic viewpoints.
- Individuality in art is not only respected but celebrated among peers, creating a safe and inclusive environment where every child's voice and vision can flourish.
- Display boards throughout the school celebrate pupil achievements and foster pride in their work, while assessment templates and progression maps support effective monitoring and planning.

## **The Aims of Art**

- The aim of our Art and Design curriculum is to prepare the children for the future, both in education and in life.
- Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences the cultural capital.

## **Implementation**

The Art and Design curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into substantive blocks and is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression. Our Art and Design curriculum uses a process-based approach. Each strand of Art and Design studied has its own process-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more think deeper about the purpose and process of an artist's work. The disciplinary questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson. Within our curriculum for Art and Design there are nine disciplinary curriculum areas of skill that we will implement to enable our pupils to become successful artists. This is set out in more detail in our termly plans and assessments (see impact and progression document).

- Expressive Arts and Design (EYFS)
- Exploring and Developing Ideas
- Drawing



LINCOLN ANGLICAN  
ACADEMY TRUST  
DIOCESE OF LINCOLN

- Painting
- Sculpture
- Collage
- Textiles
- Printing
- Work of Other Artists

### Time allocation

- Art and Design is taught on a weekly basis in each year group alternating with DT across the year, but is also delivered through whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding of Art and Design and provide cultural capital.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Art and Design and to use these skills across the curriculum.
- Working Walls: Art and Design Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Art and Design.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including exploring Media and materials and being imaginative.
- Children will have access to a growing variety of subject specific books, including non-fiction, as well as appreciating illustrations within their text-based learning.
- Teachers assess children's work in Art and Design by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our assessment tracker (Insight) against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year. This progress in Art and Design is reported to parents.

### Resources

A wide range of high-quality resources underpins the successful delivery of our Art and Design curriculum.

The school is equipped with a variety of traditional art materials, including paints, brushes, pastels, charcoal, clay, textiles, and collage items. These allow pupils to experiment with different media and techniques, encouraging both exploration and refinement. In addition, digital tools such as tablets, laptops and a variety of apps are



LINCOLN ANGLICAN  
ACADEMY TRUST  
DIOCESE OF LINCOLN

available to support the integration of technology and offer alternative modes of expression.

To enrich cultural understanding, pupils engage with curated artist study packs that feature a diverse range of creators — from historical figures like Van Gogh and Monet to more modern and local artists. These resources help pupils connect with art from different cultures and time periods, reinforcing our commitment to broadening horizons and embedding British Values.

Staff are supported through access to professional development opportunities. These resources help build confidence in teaching art and ensure consistency in skill development across year groups.

Together, these resources create an inclusive, inspiring environment where every child can flourish as an artist and express their individuality with confidence and respect.

### **Monitoring and Review**

We intend that this policy should operate for the next three years and then be fully reviewed by staff and governors. The art Subject Leader will monitor the delivery of art during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of art. To this end, they will ask each member of staff involved in the delivery of art to provide a copy of their medium-term planning for art, along with a folder of evidence of pupil progress in art during each academic year.

The art Subject Leader must evaluate their own leadership of the subject during each academic year.