

Art Policy

'Love your neighbour as yourself' (Luke 10 v 27)

Intent

*The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, **in the form of art**, or through any other media of the child's choice.*

*The United Nations Convention on the Rights of the Child
Article 13*

Art, craft and design embody some of the highest forms of human creativity. At Temple-Ewell we work to provide a high-quality Art and Design education that equips children with the knowledge, understanding and competence to experiment, invent and create their own works of art, craft and design and to use these forms to express their ideas and thoughts.

Children understand that drawing is a useful tool that helps develop ideas, support thinking and can be used in all areas of the curriculum.

As pupils progress, they think and work in an increasingly critical way. They develop a more rigorous understanding of Art, Craft and Design, working with ever increasing competence in a range of different media to produce work that explores a range of different ideas and is thoughtful in nature.

Pupils learn that Art, Craft and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Pupils learn to be self-reflective and by the time they leave the school make informed choices about the media and effects they want to use to best express their thoughts and ideas.

Children are taught to express ideas and feelings, make observations and carry out visual investigations. They design and create in both 2D and 3D materials. They are taught to understand and use the process of developing and refining ideas to create their own, original art and craft pieces in a broad range of different styles and media.

Implementation

Including adaptive teaching and SEND, EYFS, equal opportunities, spiritual development (health and safety if relevant)

Our teachers create a nurturing attitude within Art, Craft and Design learning in their classrooms and reinforce expectations that all pupils are capable of achieving high standards in Art, Craft and Design. They support children in learning about different artists and craftspeople, develop their procedural knowledge in different media and help children to express different ideas showing technical competence, constructive understanding and expressive quality.

Curriculum structure

Art, Craft and Design are taught within the creative curriculum and where possible learning is linked to other subjects. Big questions are used to help guide and focus learning and thinking.

Subject content

The development of procedural knowledge is sequenced into carefully organised components that are structured through the school to avoid cognitive overload and to ensure that children’s understanding has firm foundations and is progressive. This ensures that by the time children leave the school at the end of Year 6 they are able to make informed choices about their own work and how best to explore ideas in a technically competent way demonstrating expressive understanding. Children revisit key areas as they progress through the school in a cyclical way that takes mixed age classes into account.

Pupils learning focuses on the following areas:

Intent	Implementation	Impact
<i>What was the intent of the artists or craftsperson?</i>	<i>How was it made?</i>	What impact does it have on the viewer/ user?
<i>What was my intent?</i>	<i>How could it be better made?</i>	What was the intended impact?
<i>What is the intended outcome?</i>	<i>What can I create?</i>	Did I create the impact I intended?
	<i>How do I use the media?</i>	
	<i>Can I control the media to express myself?</i>	

Learning is supported by focusing on these areas within each unit of work. Children consider these key aspects when examining art or craft work and when developing their own work.

By following the school’s curriculum map and art overview we will ensure that the activities of drawing, painting, printmaking, collage, sculpture and textiles are covered in a sequence of carefully chosen components that ensure children work in an increasingly complex and progressive way. Focus Learning Sheets are used to help focus children on the key aspects of each ‘topic’ or component part studied throughout the year.

We ensure that pupils will develop and express their creative ideas in Art Craft and Design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

Pupils will develop technical competence in manipulating a range of Art, Craft and Design media using a diversity of scale. Opportunities will be provided for them to respond to a range of themes and starting points.

The following key ideas form the focus for learning. Children develop an understanding of each area that deepens as they progress through the school. They are taught the meaning of these key ideas and the associated vocabulary. They are taught to use vocabulary appropriately to express their thoughts and feelings about both their own and others' work, and to help to develop, review and improve output.

Key themes / ideas				
Colour and Tone	Shape and space	Movement	Impact	Inspiration
Texture	Line and form	Dark and light	Pattern	Composition

Drawing

Children develop drawing competence as they progress through the school to aid and structure thinking, children are taught to see drawing as a tool of critical thinking. Where possible drawing is used in other subject areas to further support this development. Children draw in a range of different media and for different purposes as well as learning to draw realistic representations.

Artists

Children learn about the work of artists, crafts people and designers from the locality, the past and present and from a broad range of cultures from around the world to ensure they understand that there is a rich and diverse range of different artistic heritages. Children use the work of artists to inspire their own work.

Spirituality

Art, craft and design have been a means for people throughout history to explore and express their spirituality. At Temple-Ewell the Art and Design curriculum enables children to develop their own spirituality through exploring different artists and crafts peoples work asking what artists were trying to convey, thinking about how they did this and why. Time is given for children to reflect upon and explore pieces of art and craft in a meaningful way reflecting on works of art – their meaning and symbolism. We encourage pupils to ask their own questions about artwork. Children learn about a range of different media/craft. Children use artists' work as inspiration and use a wide range of art/craft as a means to express their own ideas, thoughts and feelings using a range of different scales and media. Children are taught that Art and Design are a means of communication and expression and can be key media to express and explore their own spirituality.

Foundation Stage

The EYFS staff team will plan for children to experience creative opportunities and develop procedural knowledge of how to use and control a broad range of different media within the EYFS curriculum. Acorns class will be included in whole school projects, events and competitions as appropriate.

Equal Opportunities

The school's Equal Opportunities Policy applies to art. All pupils, regardless of race or gender, will have an equality of access to the art and design curriculum. Teaching will ensure a sensitive treatment of gender, ethnic and religious issues and will avoid stereotyping.

Adaptive Teaching and Special Needs

Art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning.

Art and Design adaptive teaching is used by teachers to meet the needs of their children. Care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability with components broken into suitable steps when necessary. This may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

Health and Safety

Pupils will be taught to use materials, tools and equipment safely in line with the School's Health and Safety Policy.

Impact

Assessment, Reporting and Recording

Opportunities will be identified for assessment when planning, teachers use 'Targeted Tasks' to provide opportunities for assessment of key skills, these may take the form of a short 'quick burst' activity such as a 5 minute sketch to show a key idea or may be longer more significant activities such as an end of unit individual piece of work, for example a portrait in a style and media chosen by each pupil individually that is a response or answer to a 'big question'. Pupils are also supported to reflect upon both their own work and others work as individuals, in class groups and through self assessment.

At Temple Ewell we understand that children have the right to express themselves through Art and Design. Children have a high-quality Art and Design education that provides a foundation for children to explore, question and communicate about the world in which they live. Children understand that Art and Design are an integral aspect of the world and society they are part of.

The impact on children at Temple Ewell is clear and sustained learning within Art and Design.

Art and Design lessons ensure our children:

- develop and extend pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and manmade world.
- enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and visual language of art.

- develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and crafts people from their own and other cultural heritages and to place them within a wider social and historical context.
- develop pupils' understanding of how art reflects and shapes our history and culture.
- provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self esteem.
- develop pupil's ability to use and understand drawing as a means of structuring thoughts through thinking, expression and action (TEA).
- develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience,
- foster the development of procedural knowledge and competence using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in 2D and 3D both expressively and in design.
- develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources.
- encourage pupils to evaluate and review their work and that of others, both individually and in groups.
- provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas.
- develop pupils' understanding and appreciation of art and design as a positive force within their everyday life, using their knowledge to inform their own creative work and seeing themselves as makers within a broader context.
- encourage pupils to respond to, and articulate their opinions on, art craft and design using specialist art vocabulary when describing their work and ideas.

Role of Subject Leader

It is the responsibility of the subject lead to monitor the standards of the children's learning.

The subject leader is also responsible for: supporting colleagues in their teaching; for being informed about current developments in the subject and for providing a strategic lead and direction for Art and design in the school. The subject leader monitors the budget, resources topics and supports the booking of trips and workshops. The subject leader has specially-allocated time for fulfilling the task of monitoring, training, liaising with other subject leaders from other schools and organising science week. The subject leader provides and facilitates appropriate training for staff.

Review

This policy will be reviewed by the art and design subject manager, following discussions with the head teacher and other colleagues, resources, teaching methods and developmental needs will be evaluated.

Priorities for in service training and support will be established. Information will form the basis for an action plan. This will be fed into the school improvement plan.

Including training, resources and monitoring

Date: January 2026

Review: January 2027