

Crawshawbooth Primary School

Art Policy

September 2026

Mrs Rigby

Art Policy

School Mission Statement

Crawshawbooth School seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

Inclusion

At Crawshawbooth School, Art and Design is taught inclusively to all children. We recognise and value the individual needs, abilities, interests, backgrounds and experiences of every child.

Learning opportunities are adapted where appropriate to ensure that all pupils, including those with special educational needs and/or disabilities, can access and participate fully in Art and Design. We take account of individual needs, including physical, sensory, communication and learning needs, while maintaining high expectations for all pupils.

We recognise and celebrate the diverse contributions of artists, craft makers and designers from different cultures, backgrounds, historical periods and communities.

Rationale

Art and Design stimulates creativity, imagination and curiosity. It provides visual, tactile and sensory experiences and gives children a unique way of understanding and responding to the world around them.

Art and Design enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern, line, shape, space and a wide range of materials and processes. Children develop the confidence to explore ideas, experiment with materials and techniques, make purposeful choices and create their own work.

Through Art and Design, pupils learn to observe carefully, investigate, develop and record ideas, practise techniques, refine their work and evaluate their outcomes. They develop practical knowledge of materials, tools and techniques, theoretical knowledge of artists, craft makers and designers, and an understanding of how art can be interpreted, discussed and evaluated.

Pupils explore ideas and meanings through the work of artists, craft makers and designers. They develop an understanding of how art, craft and design have contributed to different cultures and historical periods and how they continue to influence contemporary life.

The appreciation and enjoyment of the visual arts enriches pupils' lives and contributes to their creativity, confidence and cultural understanding.

Aims

Our Art and Design curriculum aims to enable all pupils to:

- produce creative work by exploring ideas and recording their experiences;
- become increasingly proficient in drawing, painting, sculpture and a range of other art, craft and design techniques;
- develop creativity, imagination and curiosity through purposeful practical experiences;
- develop increasing control, confidence and independence when using materials, tools and techniques;
- experiment with different materials, processes and techniques and make purposeful artistic choices;
- develop and communicate ideas through drawing, sketching, making, modelling and other forms of recording;
- evaluate and analyse their own work and the work of others using appropriate Art and Design vocabulary;
- develop knowledge and understanding of artists, craft makers and designers from a range of historical periods, cultures and backgrounds;
- understand how art, craft and design reflect and influence history, culture and society;
- develop confidence in expressing opinions and responding thoughtfully to artwork;
- develop an enjoyment and appreciation of Art and Design.

These aims reflect the National Curriculum requirements for Art and Design at Key Stages 1 and 2.

National Curriculum

Art and Design is a compulsory foundation subject within the National Curriculum at Key Stages 1 and 2. Our curriculum follows the statutory National Curriculum programmes of study.

The National Curriculum aims for all pupils to:

- 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;
- know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified within the relevant programme of study.

Our curriculum provides pupils with opportunities to work in a range of media and techniques, including drawing, painting, sculpture, collage, printing, textiles, 3D work and digital art where appropriate.

At Key Stage 1, pupils develop their ability to use materials creatively, draw, paint and make sculpture, while developing their understanding of colour, pattern, texture, line, shape, form and space.

At Key Stage 2, pupils develop greater control and proficiency in their use of materials and techniques, with increasing opportunities for creativity, experimentation, refinement and independent decision-making. Pupils also develop their understanding of art, craft and design through studying a range of artists, craft makers, designers, styles, cultures and historical periods.

Teaching and Learning

At Crawshawbooth School, our principal aim is to develop pupils' **knowledge, skills and understanding in Art and Design**.

Lessons provide opportunities for pupils to:

- investigate and respond to artwork and artists;
- observe and record from first-hand experiences;
- explore and develop ideas;
- experiment with materials, tools and techniques;
- practise and improve artistic skills;
- make purposeful choices about materials and processes;
- create individual and collaborative artwork;
- work in two and three dimensions and at different scales;
- evaluate and refine their work;
- discuss their own work and the work of others using appropriate vocabulary.

Teachers explicitly model techniques and processes where appropriate and provide pupils with opportunities to practise these skills before applying them independently.

Pupils are encouraged to take creative risks, learn from mistakes and recognise that artistic ideas can change and develop throughout a project.

Lessons include a balance of teacher demonstration, whole-class discussion, individual work and collaborative activities. Teachers use examples of pupils' work, artists' work and practical demonstrations to support children's understanding and develop their confidence.

Children have opportunities to work with a wide range of materials both indoors and outdoors where appropriate.

Progression and Curriculum Planning

Our Art and Design curriculum is carefully planned and sequenced so that pupils progressively develop their knowledge, skills and understanding throughout their time at Crawshawbooth School.

Long-term, medium-term and short-term planning work together to ensure that pupils experience a broad and balanced Art and Design curriculum.

Our long-term curriculum identifies the key areas of Art and Design covered throughout each key stage and ensures that pupils encounter a range of media, techniques, artists, craft makers and designers.

Medium-term planning identifies the specific knowledge, vocabulary, techniques, artists and outcomes that pupils will encounter within each unit.

Short-term planning identifies the learning intention, key vocabulary, practical activities, resources and opportunities for assessment.

Skills and knowledge are revisited throughout the curriculum so that pupils can build upon previous learning rather than encountering techniques in isolation.

Planning considers:

- drawing and observational skills;
- painting and colour;
- sculpture and 3D work;
- collage and mixed media;
- printing;
- textiles and craft;
- digital art where appropriate;
- experimentation and exploration;
- artists, craft makers and designers;
- art from different cultures and historical periods;
- subject-specific vocabulary;
- opportunities to evaluate and refine work.

Where Art and Design is linked meaningfully to another curriculum area, the subject-specific knowledge and skills of Art and Design remain central to the learning.

The curriculum is designed to develop pupils' practical, theoretical and disciplinary knowledge progressively, enabling them to become increasingly confident and proficient

artists, makers and designers. This reflects Ofsted's research into high-quality Art and Design education.

Sketchbooks and Recording

Sketchbooks provide pupils with a personal space to explore, practise, record and develop their artistic ideas.

Pupils use sketchbooks to:

- record observations and experiences;
- research and respond to artists, craft makers and designers;
- collect ideas and visual information;
- practise drawing and other techniques;
- experiment with materials and processes;
- explore colour, pattern, texture, line, shape, form and space;
- develop and refine ideas;
- annotate their thinking using appropriate vocabulary;
- evaluate their own work and respond to feedback.

Sketchbooks demonstrate the development of pupils' artistic thinking and skills over time. They provide valuable evidence of the processes pupils undertake before, during and after creating a final piece.

Teachers encourage pupils to understand that sketchbooks are places for exploration and experimentation rather than simply a collection of finished work.

Artists, Craft Makers and Designers

Pupils study a range of artists, craft makers and designers throughout each key stage.

The curriculum includes opportunities to explore artists and artworks from different historical periods, cultures, traditions and backgrounds. Pupils consider the context in which artwork was created and explore the ideas, materials, techniques and processes used.

When studying artists, pupils are encouraged to:

- observe and describe artwork;
- identify materials and techniques;
- discuss colour, line, shape, form, pattern, texture and composition;
- identify similarities and differences between artists and artworks;
- consider how and why an artwork may have been created;
- develop their own responses and ideas inspired by artists;
- use appropriate Art and Design vocabulary when discussing artwork.

The intention is not simply for pupils to learn the names of artists but to develop meaningful knowledge and understanding that informs their own artistic practice.

Art and Design Vocabulary

Subject-specific vocabulary is explicitly taught throughout the Art and Design curriculum.

Pupils develop and use vocabulary relating to:

- materials and tools;
- techniques and processes;
- the formal elements of Art and Design;
- artists, craft makers and designers;
- describing and analysing artwork;
- evaluating and refining their own work.

Vocabulary is revisited and developed as pupils progress through the school so that they become increasingly confident in discussing, evaluating and explaining their artistic choices.

Early Years Foundation Stage

In Reception, Art and Design forms part of the **Expressive Arts and Design** area of learning within the Early Years Foundation Stage.

Children are encouraged to explore and develop their creativity through a rich range of materials, tools and experiences both indoors and outdoors.

Children have opportunities to:

- explore colour and colour mixing;
- draw and paint;
- explore different textures and materials;
- create models and 3D work;
- use tools safely and appropriately;
- develop fine motor skills;
- represent their ideas, experiences and imagination;
- respond creatively to music, stories, experiences and the world around them.

Children's creative development is supported through both continuous provision and carefully planned adult-led experiences.

Cross-Curricular Links

Art and Design contributes meaningfully to learning across the curriculum.

English

Art and Design provides opportunities for pupils to develop speaking and listening skills by discussing artwork, explaining ideas and responding to the work of artists and other pupils.

Artwork, visual stimuli and creative experiences can provide inspiration for speaking, drama and writing.

Mathematics

Art and Design provides opportunities to explore shape, pattern, symmetry, proportion, space, position and scale. Pupils use mathematical thinking when creating and evaluating two- and three-dimensional work.

Computing

Digital technology may be used to support Art and Design where appropriate. Pupils may use digital tools to explore colour, shape, pattern, photography, image manipulation and digital art.

History and Geography

Art and Design provides opportunities for pupils to develop their understanding of different cultures, historical periods, places and communities through the study of artists, craft makers, designers and artistic traditions.

Cross-curricular links are used where they enhance pupils' understanding without reducing the subject-specific knowledge and skills of Art and Design.

Personal, Social and Emotional Development

Art and Design provides opportunities for pupils to develop confidence, independence, perseverance and resilience.

Pupils are encouraged to value their own creative ideas and respect the ideas and work of others. Collaborative projects provide opportunities to develop communication, cooperation and problem-solving skills.

Pupils are taught to respond positively to mistakes and understand that experimentation and refinement are important parts of the creative process.

Spiritual, Moral, Social and Cultural Development

Art and Design provides rich opportunities for pupils to explore different cultures, beliefs, traditions, identities and historical contexts.

Pupils are encouraged to consider different perspectives and develop respect for the work and creative contributions of others.

Through the study of artists, craft makers and designers, pupils develop an understanding of how art can reflect people's experiences, beliefs, values and communities.

Collaborative projects encourage pupils to listen to others, share ideas, cooperate and respect different approaches to creativity.

SEND and Inclusion

Art and Design is taught to all pupils, whatever their ability or individual needs.

Teachers provide appropriate adaptations and support so that pupils can access the curriculum while maintaining high expectations.

Adaptations may include:

- visual examples and demonstrations;
- step-by-step instructions;
- adapted tools and equipment;
- additional adult support;
- alternative materials where appropriate;
- opportunities for sensory exploration;
- additional time;
- reduced or scaffolded recording;
- opportunities to rehearse techniques before completing a final piece.

Where appropriate, Art and Design learning may support targets identified within individual plans.

Pupils are encouraged to develop independence and make their own creative choices wherever possible.

Assessment

Assessment in Art and Design is primarily formative and takes place throughout lessons and units.

Teachers assess pupils through:

- observation;
- questioning and discussion;
- practical work;
- sketchbooks;
- experimentation and exploration;
- finished pieces;
- pupils' ability to explain their artistic choices;
- pupils' ability to evaluate and respond to their own work and the work of others.

Assessment considers pupils' developing knowledge and understanding, including:

- knowledge of artists, craft makers and designers;
- knowledge of materials, tools and techniques;
- ability to develop and record ideas;
- control and proficiency when using materials and techniques;
- ability to experiment and make purposeful choices;
- ability to use appropriate Art and Design vocabulary;
- ability to evaluate and refine work.

Teachers use assessment to identify strengths, misconceptions and areas for development and to inform future teaching and planning.

Evidence from sketchbooks, practical work and finished pieces is used to demonstrate progression over time.

Assessment is used to support learning rather than create unnecessary workload or excessive data collection.

Resources

The school provides a wide range of resources to support the teaching of Art and Design.

Classrooms have access to a range of core materials and equipment, while specialist resources are stored in the designated Art and Design storage area.

Resources may include:

- drawing and painting materials;
- papers and card;
- textiles and fibres;
- clay and modelling materials;

- printing equipment;
- collage and mixed-media resources;
- recycled and found materials;
- digital technology;
- specialist tools and equipment.

Children use specialist equipment under appropriate adult supervision and are taught how to use materials and tools safely.

The school encourages resourcefulness and the responsible use and reuse of materials wherever appropriate.

Health and Safety

Teachers ensure that pupils are taught how to use Art and Design materials, tools and equipment safely.

Risk assessments are completed where appropriate, particularly when using specialist equipment, unfamiliar materials or tools.

Children are taught to:

- use tools safely and responsibly;
- follow teacher instructions;
- use appropriate protective equipment where necessary;
- keep work areas organised;
- respect materials and equipment;
- clean and store equipment appropriately.

Monitoring and Review

The monitoring of the quality and standards of Art and Design is the responsibility of the Art and Design subject leader, supported by the senior leadership team.

Monitoring may include:

- reviewing curriculum planning;
- talking to pupils about their learning;
- looking at sketchbooks and finished artwork;
- observing lessons where appropriate;
- reviewing progression across year groups;
- monitoring the range and quality of artwork produced;
- evaluating the impact of curriculum developments;
- supporting colleagues with subject knowledge and resources;

- identifying professional development needs.

The Art and Design subject leader maintains an overview of the strengths and areas for development within the subject and provides strategic direction for future development.

Where appropriate, findings from monitoring are shared with the Headteacher and Governors as part of the school's wider curriculum monitoring and self-evaluation processes.

The Art and Design curriculum is reviewed regularly to ensure that it remains ambitious, inclusive, appropriately sequenced and responsive to the needs of pupils.

Involving Parents and the Community

Where appropriate, parents, members of the community and individuals with relevant creative expertise may be involved in Art and Design activities.

The school seeks opportunities for pupils to experience Art and Design beyond the classroom through:

- visits to museums and galleries;
- local community projects;
- exhibitions and displays;
- visiting artists, craft makers and designers;
- collaborative creative projects;
- opportunities to celebrate and share pupils' artwork with the wider community.

Pupils' artwork is valued and celebrated through displays within school and, where appropriate, through wider community opportunities.

This policy was written: September 2026