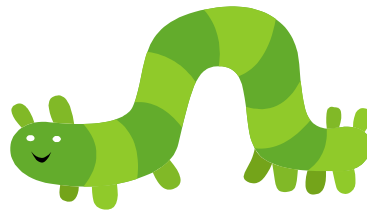




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Abbots Farm Preschool

Art Policy

January 2025

Review by January 2027

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Statement of Intent

Curiosity  Exploration  Understanding

At Abbots Farm Infant School we aim to promote a love of art and creativity, giving our children the opportunities to explore and develop their skills. We believe that Art should be a stimulating and enjoyable experience for all children, allowing them to express themselves through a piece of artwork, which has been produced individually or collaboratively.

During the time our children are with us, they will have the opportunity to engage in a variety of art forms including drawing, painting, collage, textiles, sculpture and printing. In addition to this we want our children to be able to take their inspiration from great artists to generate their own ideas and creativity.

We offer a structure and sequence of lessons to ensure that children have covered the skills required to meet the aims of the national curriculum. Children have the opportunity to explore their ideas and record their experiences in their sketch books, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns.

Signed by:

_____	Headteacher	Date: _____
_____	Subject Leader	Date: _____

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Art and design programmes of study: key stages 1 and 2'
- DfE (2024) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- Health and Safety Arrangements

2. Roles and responsibilities

The **governing body** is responsible for:

- Ensuring a broad and balanced art curriculum is implemented in the school.
- Ensuring the school's art curriculum is accessible to all children.

The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring the school's art curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the art curriculum.
- Ensuring all children are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching art.

The **subject leader** is responsible for:

- Preparing policy documents and supporting with curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of art, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for children.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all art resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of art to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of art in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with Abbot's Farm Infant School Art Policy.
- Liaising with the art subject leader about key topics, resources and supporting individual children.
- Ensuring that all of the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.

- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. The National Curriculum

The national curriculum will be followed for all history 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 artistic aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

In EYFS, children will explore and play with a wide range of media and materials to use and refine a variety of artistic effects to express their ideas and feelings. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will begin to develop their artistic and cultural awareness through their exposure to and supported response to a variety of artists' work. They will start to develop the creative skills to communicate through art and the vocabulary to talk about their own and others' work.

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 of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In KS1 our art curriculum focuses on the exploration of skills in drawing, painting and sculpture. There is a balance between the explicit teaching of techniques and the opportunity for children to explore and apply these skills. Children develop an awareness and appreciation of the work of significant artists and designers. As they progress through the key stage children will develop the language needed to evaluate and analyse the creative work of themselves and others.

We use a cross curricular approach to learning. This helps to immerse the children within their topics, allowing them to use their new knowledge within many different subjects.

4. Cross-curricular links

Wherever possible, the art curriculum will provide opportunities to establish links with other curriculum areas.

English

- Children are encouraged to use their speaking and listening skills to describe and respond to the work of a variety of artists.
- Children's vocabulary of art, craft and design is developed through the evaluation and analysis of creative works
- Talk for Learning is used to encourage speaking and communication about art and design.

Maths

- Children will use vocabulary to talk about shape, form and pattern.
- Children will consider, design and create 3D objects.

Computing

- Children will use ICT to locate and research information.
- Computing will be used to alter and enhance images.
- Children are encouraged to use a variety of electrical devices, gaining confidence throughout their school experience.

PSHE

- Children develop self-confidence by having opportunities to explain their views.
- Children learn how to recognise and challenge stereotypes.
- Children learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Science

- Children will investigate how they can manipulate different media and materials.
- Children will make careful observations of plants, animals and objects.

Geography

- Children will learn about geographical background of artistic movements and significant individuals.

Music

- Children will explore visual responses to music.

RE

- Children will describe and respond to religious images and artefacts.

History

- Children explore different art styles from different eras.
- Children use artistic sources to explore different aspects of history.

British Values

- Children discover how to be active citizens in a democratic society by learning from the work of artists and designers.
- By analysing the work of famous British artists, students develop an awareness of how they have influenced and shaped the country in which we live.

5. Teaching and assessment

Lesson planning

All relevant staff are briefed on the school's lesson planning procedures as part of staff training. Planning is carried out as a year group team.

Throughout the school, art is taught as discrete inputs, continuous provision and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'Art and design programmes of study: key stage 1', as outlined above, is the starting point for their planning.

Planning focuses on the objectives and art skills to be taught and well as those which they can learn through discovery in continuous provision. Planning will begin by looking at prior knowledge and skills development, which will then be built on over the course of the term. Classrooms have an enquiry area where sketchbooks can be used to explore, practise and embed skills.

Long-term planning will be used to outline the programmes of study to be taught within each year group. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, identifying learning intentions and suggested learning activities. Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria, differentiation, assessment opportunities and the aim of the next lesson, building on medium-term planning and taking into account children's' needs.

Teaching

Our Art curriculum is based on the National Curriculum's aims and objectives, and uses an artist and their work as a stimulus. The learning opportunities, technical vocabulary and skills progression for each year group will ensure progression and repetition in terms of embedding key learning, knowledge and skills.

We aim to achieve this by:

- learning about a range of artists and their media/techniques
- providing opportunities for all children to practise skills and techniques in their sketch books during continuous provision.
- linking Art to other curriculum areas.
- encouraging children to talk about both their own works and that of artists and say what they like and why – thus developing an appreciation of the work of great artists
- learning about different techniques for example shading, hatching, stippling and blending and using these to add detail to their artwork.
- explore different materials, including malleable materials like clay and a range of tools to add texture.
- develop art vocabulary through use of common words and phrases relating to pieces of art.

Opportunities for outdoor learning will be provided where possible.

Assessment

Children will be assessed and their progression recorded in line with the school's Assessment Policy. Assessment in art will be based upon skill progression and creative application.

Children will be assessed continually throughout the year at the end of each unit and an assessment Venn diagram completed. This will enable teachers to identify children's understanding of topics and inform their future lesson planning. All assessments will be passed to relevant members of staff, such as the child's next class teacher.

Assessment will take various forms, including the following:

- Talking to children and asking questions
- Discussing children's work with them
- Marking work against learning intentions
- Observing practical tasks and activities

Parents will be provided with a written report about their child's progress during the Summer term every year. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

6. Equipment and resources

The art lead is responsible for ensuring that all resources and equipment are sufficiently maintained, and for maintaining an inventory of resources. The art lead will carry out an annual audit of the art resources. The art lead is responsible for negotiating requests from staff and ensuring resources are bought within the amount allocated in the annual budget.

7. Health and safety

Staff will act in accordance with the school's Health and Safety Policy at all times.

If needed a risk assessment will be carried out by teachers before art-related activities, e.g. trips or visits, which are higher risk.

All children will be shown how to correctly handle tools and materials prior to use and will be monitored by staff whilst exploring.

Accidents and near-misses will be reported following the school's reporting procedures.

8. Equal opportunities

All children will be given equal access to the entire art curriculum.

Where required, children with SEND will be provided with additional support in order to fully engage with the art curriculum. Opportunities for collaborative work will be planned for to enhance access for all pupils where possible.

Where it is inappropriate for a child to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more able children with the opportunity to extend their acquisition of skills and exploration of media through extension activities in continuous provision.

9. Monitoring and review

This policy will be reviewed every **two years** by the **art lead**, in collaboration with the **headteacher** unless there have been significant changes. The next scheduled review for this policy is **January 2027**.

Any changes made to this policy will be communicated to class teachers and other relevant staff.