



# Art Policy

Newdale Primary School and Nursery

Art Coordinator  
Mrs J Everall

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Next Review February 2028

## Rationale

At Newdale, we believe that teaching and learning in Art is important to stimulate creativity, imagination and inventiveness. We offer a bespoke Art curriculum, based on the National Curriculum, updates from Ofsted and the DfE and it has been carefully mapped out to consider **cross-curricular links with Literacy, Geography and History**. It enables children to communicate what they see, feel and think through the use of **colour, texture, form, pattern and different materials and processes**, helping the children learn to make informed judgements and aesthetic and practical decisions. Our curriculum begins from EYFS (from age 2) to Year 6 and we have chosen to focus on the compulsory strands of **drawing, painting and sculpture**, as well as **collage and printing**. The other non-compulsory areas have been incorporated into other subjects, which can be seen on **our bespoke mapped common knowledge** document. Using the **whole brain approach**, we ensure that **knowledge builds on knowledge** through our progression of knowledge and skills document, artist coverage and our teaching sequence.

**Our intention is for the children to leave Newdale as enthusiastic and confident artists, who have a strong subject knowledge and feel inspired to continue to study Art in the future.**

## Aims

At Newdale Primary School we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, craft and design and provide opportunities for studying contemporary, modern and traditional art.
- celebrate and explore the work of artists from around the world, analysing and discussing their work to develop their artistic vocabulary.
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- experience a broad and balanced range of art activities and show progression within these experiences.
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.
- show development of ideas and their own skills through the use of a sketchbook.
- develop use of a range of tools, media and processes.
- through art, extend and enrich other curriculum areas.

## Role of the Subject Leader

The role of the subject leader is to;

- advise and support staff in planning, teaching and learning of art.
- support staff with art technique.
- monitor planning as part of on-going subject monitoring and evaluation of practice.
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets.
- audit art resources, ensuring they are readily available and well maintained with support from the school's lead HLTAs.
- keep up-to-date on the use of Art in the curriculum.
- promote art throughout the school e.g. organise an art day during the summer term
- to monitor use of the sketchbook throughout the school.

## Teaching and Learning

### *The Foundation Stage (Appendix 1)*

The different aspects of the arts are encompassed within Expressive Arts and Design in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

### *Key Stages 1 and 2 (Appendix 2)*

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience.

Our planning includes opportunities for

- children to work individually, in pairs or in larger groups
- preliminary investigation work using sketch books
- first hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

Using our progression of knowledge and skills document, teachers plan a series of lessons following the structure below.

## Planning a series of Art lessons

A useful structure to allow for progression through your series of lessons



### Explore



- What is your final outcome?
- What artist does this work relate to?
- Are they a modern, contemporary or traditional artist?
- Explore the work of that artist.
- Comment on it using the elements of it
- Share opinions.

**Disciplinary/Theoretical knowledge**

### Experiment



- What skills are you covering this unit?
- Experiment with colour, textures, and using different materials for mark making. This will also assess where the children are with achieving these skills.
- You could link the experimentation to the artist and how they created their work, as well as the colours etc that they used.
- Annotate notes around their experimentation, generate ideas and preferences.
- This can be messy in sketchbooks!

**Substantive knowledge**

### Create

- Applying everything that they have learnt so far, the children are now ready to create their final piece.
- From experimenting, they know what their preferences are and they have practiced and are familiar with the skills needed.
- They need to create their own version, inspired by the artists work, but **not a direct replica**.
- Evidence in sketchbooks. Can the children talk about how they created their final piece and the steps involved? (Good for developing pupil voice responses)
- Conclude with an assessment question using the recommended template. The questions can be found in the Art folder

**Substantive knowledge**

## Whole school overview

Year Group	Autumn Term	Spring Term	Summer Term
<b>Nursery</b>	Explore, experiment and use a range of tools and techniques with art resources, including: printing, painting, playdough, cutters and rolling pins. Harvest craft and cooking. Remembrance poppies. Christmas crafts. Diwali diva's and rangoli patterns, modelling using clay. Use scissors to snip.	Use a variety of joining materials such as Sellotape. Easter and Mothers' Day cards. Practice using a range of tools and techniques including digital media Construct using found and natural materials. Easter crafts. Mothers' Day cards. Practice using a range of tools and techniques	Make snips in paper using scissors, using forward snipping motion. Create simple representations of events, people and objects. Junk modelling (homes) Art Day. Manipulate materials to show a planned effect. Use tools competently and appropriately.
<b>Reception</b>	Self Portraits - Drawing Halloween Crafts -Collage Remembrance Day Art - Collage Christmas Cards – Painting Snow globe decorations – Sculpture Leaf rubbings, Mendi chalk pattern, making shape crowns – Printing <b>Artist:</b> Kandinsky <b>Main skills focus:</b> Painting and Drawing	Space artwork – Painting Create a daffodil – Painting Valentines/Chinese New Year/Mother's Day cards – Painting/Printing Space Wreath - Collage <b>Artist:</b> Lucy McGrath <b>Main skills focus:</b> Painting and Printing	Shell Art – Observational drawing Handprint fish – Painting Scuba Masks – Collage Under the sea, stained glass window – Collage Mermaid - Collage Dinosaur Eggs – Marbling – Printing Dinosaur fossils - Collage <b>Artist:</b> Mondrian <b>Main skills focus:</b> Collage and Drawing
<b>Year 1</b>	<b>Outcome:</b> Lucy's Picture inspired collage <b>Type:</b> Contemporary <b>Artist:</b> Eduardo Paolozzi <b>Skills Focus:</b> Collage and Printing	<b>Outcome:</b> Animal Sculptures <b>Type:</b> Contemporary <b>Artist:</b> Andy Goldsworthy <b>Skills Focus:</b> Sculpture and Drawing	<b>Outcome:</b> Kandinsky inspired abstract picture <b>Type:</b> Modern (abstract) <b>Artist:</b> Kandinsky <b>Skills Focus:</b> Drawing and Painting
<b>Year 2</b>	<b>Outcome:</b> Create a super sculpture <b>Type:</b> Contemporary <b>Artist:</b> Anthony Gormley <b>Skills Focus:</b> Sculpture and Drawing	<b>Outcome:</b> Aboriginal Art <b>Type:</b> Traditional <b>Artist:</b> Clifford Possum <b>Skills Focus:</b> Printing	<b>Outcome:</b> Alternative self-portraits <b>Type:</b> Modern <b>Artist:</b> Giuseppe Arcimboldo <b>Skills Focus:</b> Drawing and Painting
<b>Year 3</b>	<b>Outcome:</b> Cave Paintings <b>Type:</b> Traditional Art <b>Artist:</b> N/A Historical sources <b>Skills Focus:</b> Drawing and Painting	<b>Outcome:</b> African Tribal Printing <b>Type:</b> Traditional Art <b>Artist:</b> Esther Mahlangu <b>Skills Focus:</b> Painting and Printing	<b>Outcome:</b> Pompeii Volcanic Sculpture <b>Type:</b> Modern/Contemporary <b>Artist:</b> Several – Volcano focus <b>Skills Focus:</b> Sculpture and Collage
<b>Year 4</b>	<b>Outcome:</b> Egyptian statues <b>Type:</b> Traditional <b>Artist:</b> N/A Historical sources <b>Skills Focus:</b> Sculpture and Drawing	<b>Outcome:</b> Pop Art Printing <b>Type:</b> Modern <b>Artist:</b> Andy Warhol <b>Skills Focus:</b> Printing	<b>Outcome:</b> Seascapes <b>Type:</b> Modern <b>Artist:</b> Winslow Homer <b>Skills Focus:</b> Drawing and Painting
<b>Year 5</b>	<b>Outcome:</b> Perspective Printing <b>Type:</b> Modern <b>Artist:</b> Hundertwasser <b>Skills Focus:</b> Drawing and Printing	<b>Outcome:</b> Fashion Design <b>Type:</b> Contemporary <b>Artist:</b> Vivienne Westwood & Coco Chanel <b>Skills Focus:</b> Drawing, Painting and Collage.	<b>Outcome:</b> Maya Masks <b>Type:</b> Traditional <b>Artist:</b> N/A Historical sources <b>Skills Focus:</b> Painting and Sculpture.
<b>Year 6</b>	<b>Outcome:</b> LFTLH Clay tile <b>Type:</b> Contemporary <b>Artist:</b> Edward Hopper <b>Skills Focus:</b> Sculpture and Painting.	<b>Autumn Continued:</b> <b>Outcome:</b> Landscape drawing of the British coast. <b>Type:</b> Modern <b>Artist:</b> Claude Monet <b>Skills Focus:</b> Drawing and Painting	<b>Outcome:</b> Greek landscape collage <b>Type:</b> Contemporary <b>Artist:</b> N/A - Ted Harrison <b>Skills Focus:</b> Collage and Printing

### *Assigned Artists*

*There are three Art units taught each year, which alternate with D.T units. Each unit focuses on a different artist, type of art and skill to develop. As a school, we value the importance of Art and ensure it is given sufficient time and coverage within our curriculum. Our Art curriculum links to our wider curriculum offer to ensure the children's contextual knowledge is also developed and teachers may choose to block, or sequence the lessons weekly, depending upon the content being covered.*

### *Recording Responses*

Each child has their own sketchbook, which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

The sketchbook is used as a way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbooks should show the learning journey to the final piece of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media, as well as to explore, comment and reflect upon the work of other artists.

To develop the children's substantive knowledge, they should explore how art is made and the history of artists and their creations.

To develop the children's disciplinary knowledge, the children will engage in discussion about art through their sketchbooks and use key vocabulary associated with the different elements of art.

Work should be dated with the learning objective and success criteria so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- Practise certain skills and features, and gather information.
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints.
- Experiment with different colours, patterns, textures, and materials, giving their opinions on their preferences and ideas.
- Record details about the item being drawn or sketched for future reference
- Include sketches and working drawings for ideas of things the children want to make
- Make observations about the work of different artists, referencing the different elements of art, including the colour, texture, shape and lines.
- Gather information to give specific knowledge of how things are made or work.
- Collect photographs, pictures, samples of textures and other materials, or colour strips from colour mixing.

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

- Literacy
- Geography and History
- Spiritual, moral, social and cultural development.

## Literacy

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They can compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

## Geography and History

Our art curriculum is closely linked to Geography and History topics, allowing the children to make meaningful connections between subjects, while supporting the retention of long-term knowledge.

## 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 encourage them to collaborate and co-operate 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, cultures and religions through their work on famous artists, designers and craftspeople.

## Health and safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

## Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

## Adaptive teaching

The teaching of art and design needs to consider the varied abilities, attitudes and individual needs of the children. Our Art curriculum is ambitious and inclusive for all learners, including helping to engage our reluctant artists and we have high expectations for all children – including those with SEND. Adaptations are made to ensure that all children can access all areas of the curriculum and our planning cycle means that the children can develop the skills involved with producing the piece of art first, allowing teachers to ensure adaptations can be made for them to fully access the lesson.

Here are examples of how we adapt our pedagogy:

- Our planning cycle
- Additional practice
- Breaking down components into smaller parts
- Visual resources and symbols
- Acting on information from AFL
- Well-chosen resources, such as pencil grips, pencils of different thicknesses.

### Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

### Assessment and recording

Assessment is predominantly carried out through sketchbooks, observations and formative assessment strategies. The use of formative assessment allows us to ensure there is flexibility within our art curriculum, allowing for high quality art education. The children are presented with questions to help guide their thinking and to provide them with the opportunity to reflect upon the lesson and the knowledge they have gained from it. These questions are linked to the key elements of art and support teacher judgements and generate next steps for planning.

An example of the questions can be found below.

#### Discussion Questions Year 3 and 4

Assessment is a holistic practice, which takes place during every art lesson through conversations with pupils

Tell me about that you are making and what inspired you.

What might you do next?

Tell me about the materials and techniques you are using.

What have you discovered?

How do you feel about the end result?

Tell me about things you really liked or enjoyed.

What would you like to explore more of?

**What kinds of problems did you encounter and how did you get round them?**

Remember 'Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported'.

On completion of a piece of work, the children complete a reflection slip to demonstrate what they have learnt and to reflect upon this learning.

## Reflect on your learning



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All teachers complete formal assessments in Art twice per year in line with assessment of all foundation subjects. The data is analysed and used to create actions and next steps to address any trends, including staff CPD. These assessments also influence our curriculum design and teachers to identify if pupils have learnt the component knowledge and plan next steps if they have not.

## Appendix 1

Foundation Stage Areas of Development that support/link to the teaching of Art.

### Birth – three years

Expressive Arts and Design
<ul style="list-style-type: none"><li>• Show attention to sounds and music.</li><li>• Respond emotionally and physically to music when it changes.</li><li>• Move and dance to music.</li><li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li><li>• Explore their voices and enjoy making sounds.</li></ul>
<ul style="list-style-type: none"><li>• Join in with songs and rhymes, making some sounds.</li><li>• Make rhythmical and repetitive sounds.</li><li>• Explore a range of sound-makers and instruments and play them in different ways.</li></ul>
<ul style="list-style-type: none"><li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li><li>• Start to make marks intentionally.</li><li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li><li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li></ul>
<ul style="list-style-type: none"><li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li></ul>
<ul style="list-style-type: none"><li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li></ul>
<ul style="list-style-type: none"><li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li><li>• Use their imagination as they consider what they can do with different materials.</li><li>• Make simple models which express their ideas.</li></ul>

### 3-4 Years

Expressive Arts and Design
<ul style="list-style-type: none"><li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li><li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li><li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li></ul>
<ul style="list-style-type: none"><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li></ul>
<ul style="list-style-type: none"><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li></ul>
<ul style="list-style-type: none"><li>• Explore colour and colour-mixing.</li></ul>
<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li></ul>
<ul style="list-style-type: none"><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li></ul>
<ul style="list-style-type: none"><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>

## Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

## Appendix 2

### Programme of Study

#### **Key stage 1**

Pupils should 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.

#### **Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.