



CARNFORTH COMMUNITY PRIMARY SCHOOL

Art Policy 2025-2026

Intent

At Carnforth Community Primary School, we value Art as a subject, to inspire and develop our children's creative thinking and to develop their cultural, spiritual and moral understanding. We encourage all our children at Carnforth Community to express their thoughts and emotions in a safe and appropriate way. It is embedded in everything we do and Art is a fantastic medium, which can support and empower our children to do this. We teach our children to be reflective of their work and respectful of others. Our school motto, 'Believe and Achieve', creates an ethos that encourages our children to explore, experiment and take risks without the fear of getting it wrong which is the basic essence of what art is and can offer to our children.

Our school uses a variety of teaching and learning styles in art and design lessons, with our principal aim being to develop the children's knowledge, skills and understanding. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work.

We take inspiration from artists, both famous and lesser known, learning more about them and their style, which we then apply to our own work. We plan and teach sequenced art lessons based on skills, using a range of media and give the children opportunities to apply the skills learned in other areas of the curriculum, making the lessons relevant and meaningful.

We plan to enhance our Art curriculum further by inviting local artists into school to lead workshops and by providing our children with the opportunity to display their artwork in and around our school. Parents and carers will be invited to class exhibitions to admire the children's work and see the progression across the year groups.

We aim to develop the skills in each media over the next few years to embed our understanding as staff and to fully support our children in developing the key skills needed to ensure progression.

In line with the National Curriculum (2014), the Art curriculum at Carnforth Community aims to ensure that all pupils:

- 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.

Implementation

At Carnforth Community Primary School we teach Art through a skills based curriculum. The skills are developed and built upon each year so that progression can be seen clearly across the school. All children are exposed to a range of media each year giving them the opportunity to explore, develop and embed their skills and understanding of that media, from our youngest children in Early Years to our eldest in Year 6. During each lesson progress will be assessed in a range of ways. The children will be aware of the skills they are developing and will be able to look back on what they achieved before. Through, self and peer evaluation the children will discuss what they have done well and what they will need to continue to practise and develop in order to continue to improve their skills in that particular area. Teachers will also make suggestions and refer back to previous modelling to support the children. It is also incredibly important however, that our children feel empowered and open to making mistakes. In art there is no right or wrong as it is all a matter of interpretation. While drawing, for example, may not be a strong area for one pupil, they may find sculpture easier to grasp. It is this openness and acceptance that will allow our children to take risks in art. It is when we take risks that our learning can truly flow and all our children can become artists.

Cross Curricular Links

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

Mathematics: Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. Personal, social and health education

(PSHE) and citizenship: Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

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 encourages them to collaborate and cooperate 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 and cultures, through their work on famous artists, designers and craftspeople.

Art and design and ICT: ICT enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work.

Older children collect visual information to help them develop their ideas by using digital cameras, scanners, and ipads. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- About hazards, risks and risk control;
- To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risk.

EYFS

Expressive arts and design is one of the seven areas of the Early Years Foundation Stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas. We encourage creative work in our Reception class. We relate the children's creative development to the objectives set out in the Early Years Foundation Stage Profile, assessing and tracking progress through development bands and Early Learning Goals, which underpin the curriculum planning for our pupils. Pupils' learning includes: art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The pupils are given opportunities to work independently and collaboratively as part of child initiated and adult focused learning.

Expressive arts and design:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Fine Motor Skills:

Children at the expected level of development will: -

- Hold a pencil effectively – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes.
- Begin to show accuracy and care when drawing.

In Key stage 1 children are 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 Key Stage 2 children are 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.*
- 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.

Focus of work

Schemes of work provide opportunity for all children to work from a variety of contexts. They are varied in subject and theme across the whole school. They give opportunity to look at artists from different periods in time and from different cultural backgrounds with a variety of skills and those that are both male and female. Using such stimulus gives the children the opportunity to be both representational and imaginative, through exploring the visual elements and working with a variety of media on different scales.

Continuity

This is achieved through careful planning in a structured way. The themes running through the scheme offer the breadth and balance needed to ensure each child has the opportunity to explore a variety of materials, methods and techniques. Each child can build upon previous experiences and learn more about the Visual Elements. By putting many of the themes into the context of the 'real world' they are encouraged to develop a deeper understanding and knowledge of what they do, and what contribution is made to society as a whole.

Progression

The schemes of work are planned carefully to ensure that skills are developed and improved by building upon previous experiences. Progress is recorded through periodic assessment as the end of a unit of work approaches. Each unit of work is planned in a way that ensures progression of skills from EYFS through to Year 6.

ASSESSMENTS AND EVALUATION

General principles

Assessment should not be seen as something bolted onto the end of the process of learning. It should be planned into activities of teaching and learning which explore the children's capacity to express thoughts and feelings through and about art. Evaluation of children's work must not be based on arbitrary external criteria. It should take into consideration previous experiences and whether skills have been developed and new knowledge acquired. Many aspects of art will not lend themselves easily to assessment. Emphasis on measurable skills leaves out attributes of creativity or aesthetic awareness. The assessment therefore should take into consideration the pupils' own ability to evaluate the process and outcome of their own work.

- The processes, visual elements, contexts and aims should be linked to assessment.
- Assessment should be used to monitor and measure pupil achievement and ability set against clear objectives.
- Pupils should be involved with relevant parts of assessment and evaluation.
- Assessment should be used positively and aid monitoring of successful teaching and learning.

Areas of assessment:

- Recording (Observation, imagination, memory)
- Resourcing (Gathering, implementing)
- Control/skill (Materials, methods, techniques)
- Visual literacy (Application and understanding of visual elements)
- Knowledge and (Different periods and cultures and application to own work)
- Understanding Review/ (Analytical abilities, if/when appropriate) Evaluation

IMPACT

At the end of each year the children will have been exposed to a wide variety of different media, giving them the opportunity to use it in a different way or for a different purpose and develop a range of skills. This will build upon their prior knowledge of what they can do when using this media. Our lessons are accessible for all of our pupils and they are proud of what they have achieved. They will be able to look back at their earliest work in their sketch books and see the progress they have made.

As we move up through the school the children will begin to develop their own preferences of media and styles as they will have been exposed to them frequently throughout their time in school.

Our approach of being open and accepting of mistakes will not only help to develop our children's creativity within Art but will extend to other areas of their lives. There are many key life skills that will be developed through our attitude and teaching of Art which will support our children as they move on after Carnforth Community Primary School, such as respecting others and their work even if we don't like it personally, or carrying on after something goes wrong or when things do not turn out how we planned. This resilience is a key skill which our children will need throughout their lives.

Outcomes in Art sketchbooks and end of unit portfolios evidence a broad and balanced art curriculum and demonstrate the children's acquisition of identified key knowledge.

Impact of the subject is demonstrated in different ways:-

- through pupil voice children will be able to talk about the skills and knowledge they have acquired.
- Children will be engaged in art lessons and want to find out more.
- Children will complete research independently through projects and homework and to further their own enjoyment about the subject.