



Art Policy

Version Number	FGB approval date	Approved by	Date for review
1			Sep 2026

Policy Lead: V. Parkin

Email address: vicki.parkin@matlockbath.derbyshire.sch.uk

Link Governor: Sheila Laming

"Let us run the race before us and never give up"
Hebrews 12.1

Curriculum Intent

At Matlock Bath Holy Trinity CofE Primary School our Art curriculum is based upon our vision, 'Let us run the race before us and never give up.' We aim to encourage children to express themselves in a creative and imaginative manner allowing them to be curious, inspired and self-expressive. Many of our children at MBHT have limited artistic experiences and opportunities. We see it as our duty to offer children at our school full access to a breadth of art and artists to broaden their understanding and appreciation of Art and its impact on all cultures across the globe.

Implementation

Our ambitious art curriculum is based on the Cornerstones Maestro curriculum ensuring that all children of all abilities access a clear progression, of sequenced knowledge, skills and vocabulary through support or appropriate challenge. Well planned adaptations mean that children of all abilities are given the opportunity to reach their full potential in art. Lessons are designed to build upon previous learning and to secure new learning successfully with links being made from EYFS to Key Stage 3 (Year 7)

Although we follow the Cornerstones Curriculum, we adapt this to meet the local needs of our children and provide bespoke enrichment opportunities. We work on a three-year cycle in Reception and Key Stage 1, and a four-year cycle for Key stage 2. The complete lists of artists that we will cover can be found in our school's medium-term plans, as these are often related to our topics. We will however cover a wide variety of men and women from different cultures, inspirational artists who are living with different disabilities, alongside covering artists that are both alive and dead.

We embrace all opportunities to weave art throughout our curriculum linking to topics and child-led interests. We promote pupils' spiritual, moral, social and cultural development through art by exploring and discussing work from a wide range of artists that cross cultural boundaries and across time, allowing pupils to investigate how moral and ethical issues are portrayed in art.

At MBHT our Aim is to ensure pupils are given well planned opportunities 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.

In order 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.

Art and the National Curriculum

At Matlock Bath Holy Trinity CofE Primary School we base our teaching on the National Curriculum Programmes of Study and this is particularly helpful with ensuring that there is continuity and progression.

The National Curriculum document for Art sets out a clear, full and statutory requirement for all children. It determines the content of what will be taught, and sets attainment targets for learning. The programmes of study set out what should be taught at Key Stage 1 and 2 and The Foundation Stage programmes of study for Expressive Art and Design, Understanding the World and Physical development are set out in the EYFS.

Through this, the children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art the children learn a range of skills, concepts, attitudes and methods of working.

Organisation

Our long-term and medium-term plans map out the skills, knowledge and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Children in Key Stage 1 and 2 will have several Art projects which run alongside the broader topic areas throughout the academic year.

Foundation Stage

The EYFS in Nursery and Reception sets out the learning objectives for the seven areas of learning:

- Physical Development
- Expressive Arts and Design
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Communication and Language

Art in EYFS falls mainly within the area of 'Expressive Art and Design' and 'Understanding the World' and will involve:

- commenting on familiar situations in the past,
- comparing and contrasting characters from stories, including figures from the past.

Our aim is that by the time children leave Reception class that will have achieved the ELG for Understanding the World and be able to:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The EYFS aims to give the children knowledge and skills so they can begin the National Curriculum.

Art is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about artists past and present and experience an array of textures, colours, form and structures. Foundation Stage Art makes a significant contribution to developing a child's understanding of the world through activities such as looking at paintings, sculptures and creations from both the past and present and encourage discussion about pieces of Art drawing on their own experiences and making connections to their own lives.

The Art programme of study for Key Stage 1

By the end of KS1, pupils will be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Appreciate 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

During Key Stage 2, pupils learn to

- Develop their design and making skills.
- Develop their knowledge and understanding of design and technologies.
- Use a wide range of tools and materials.
- Learn about working safely and using protective measures.

- Work individually and collaborate with other pupils in a variety of contexts.
- Develop the capability to create products of a high standard through skills and understanding.
- Become creative thinkers and learners, exploring their ideas and recording their experiences.
- Learn how to draw, paint, sculpture and create art.
- Evaluate their work and the work of their peers, as well as other artists.
- See that their work is valued, celebrated and displayed around the school.

See the national curriculum document for the full programme of study that the school will follow

Teaching and Learning

The school uses a variety of teaching and learning styles in Art and Design lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and designing pieces of work.

The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.

Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge
- Promoting active learning
- Inspiring, exciting and motivating pupils to know more

Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils
- Providing a meaningful context and clear purpose when assigning tasks
- Investigating, disassembling and evaluating activities
- Using focussed practical tasks to help pupils make and evaluate products
- Ensuring tasks are built on skills and understanding

Supporting all children, including those with SEN

Learning opportunities will be provided for children of a wide range of abilities and care will be taken to match the challenge of the task to the needs of the child.

Art is a highly inclusive subject, which promotes self-expression and creativity through a variety of mediums. All children are encouraged to fully engage in a variety of art challenges, including creating pieces of artwork using paints, pastels and clay.

Art is taught to all children, whatever their ability or individual needs. The subject forms part of the school curriculum to provide broad and balanced educational experiences for all children.

It is our aim to always set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for particular individuals and groups of pupils. As a result we may choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group and/or modify the curriculum to remove barriers so all pupils meet the same objectives. This will be undertaken whilst working closely with the SEND co-ordinator and other support staff.

Assessment

Assessment in Art is based upon knowledge, understanding, and the acquisition of skills rather than achievement in the Foundation Stage we assess children's knowledge and understanding according to the EYFS Learning and Development Stages.

In KS1 and KS2 we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

All staff strive to ensure that our children reach their full potential in Art and that they understand and enjoy their experiences. Our SENDCo ensures that these children follow the National Curriculum Programmes of Study through work schemes that promote the child's development and self-esteem will monitor children with special educational needs.

Multi-Cultural links will be developed wherever possible in the teaching of this National Curriculum subject. We explore Art around the world, based on different topics and themes.

At MBHT assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate learning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback and Marking Policy. Teachers will assess learning at the end of each Art lesson updating the weekly lesson sequence plan with children's initials and key notes from the lesson.

Assessment should:

- Be formative and summative
- Be used to inform the teacher's future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and physical artwork

Classroom Organisation

Ability groups

Ability partners

Mixed ability groups

Individuals

Mixed ability partners

Whole class
groups

Children will be grouped as appropriate for the task in order to encourage flexibility.

History provides wider experiences and the children will be given the opportunity to go on a variety of educational visits to support and deepen their understanding further.

The Role of the Art Coordinator:

- To review changes to the National Curriculum requirements and advise on their implementation.
- Attend relevant CPD courses for Art as appropriate in line with the School Development Plan.
- Arrange staff meetings to discuss the relevant Art aspects of the themes contained in the school's current scheme of work and how these might be presented in the classroom.
- Carry out an annual audit of the school's Art resources and operate an efficient ordering system for these resources to ensure that our children can learn effectively with access to a range of artistic media.
- Liaise with the school's SENDCo regarding the progress of individual and groups of children.
- Collate 'End of topic Assessments' and 'End of Key Stage Assessments' and set new priorities for development of Art in subsequent years.
- Monitor the learning and teaching in Art and provide support for staff when necessary.
- Take a lead role in organising Art Events in school in line with LA and national initiatives.
- Endeavour to involve parents/ carers in their children's learning in and through History.

This policy will be reviewed again in September 2026