

**Swineshead St. Mary's CE Primary School  
Art Education Policy**

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| Policy name                 | <b>Art Education Policy</b>                  |
| Member of Staff Responsible | Subject Leader (Laura Suddards-Street) & SLT |
| Issue Status/Date           | 15 <sup>th</sup> September 2025              |
| Review Date                 | 15 <sup>th</sup> September 2028              |

This policy should be read in conjunction with other policies in school including: Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

**The Context**

Swineshead St. Mary's Church of England Primary School is a slightly larger than average rural school for children in the age range 4 to 11. We work to the Lincolnshire Locally Agreed Syllabus for ART.

As a Church of England school, we recognise the core place that Art occupies as part of a broad and balanced curriculum. The aim of our Art curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

Art and Design is an integral aspect of our curriculum and one that encompasses all that we aim to achieve through our mission statement and core values; to give children the knowledge, skills and understanding they need to be caring people, responsible citizens and to lead healthy lives. They become reflective and thoughtful artists, who understand the freedom of expression and respect that individuals can have varying interpretations of a piece. Individuality in art is respected and celebrated among peers.

**The Purpose of Art**

The intent of our Art curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know how to play a positive and successful role within our society, both as a child and as an adult in the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to form respectful opinions about all forms of art. We aim to provide our children with opportunities to



learn about diverse art from all genders, cultures, communities, and races. Our pupils will also be given the opportunity to explore themselves, their emotions, and develop their self-worth without the pressure that the class must all have an identical outcome. The children will feel comfortable exploring and experimenting within their sketchbooks. Art is a holistic and organic process, and the children will feel intrinsically motivated to express themselves.

### **The ambitions for our curriculum:**

- High aspirations permeate across the school
- The school offers a host of cultural experiences and enrichment opportunities
- Our pupils develop a love of life-long reading
- British Values are an intrinsic part of the school

### **The Aims of Art**

Within Swineshead CE Primary school we aim to enable our pupils to :-:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world:
- become proficient in drawing, painting, sculpture and other art, craft and design techniques:
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

### **Curriculum Implementation**

The Art and Design curriculum at Swineshead CE Primary school covers not only the statutory elements of the National curriculum but also within creative cross curricular topics.

Our curriculum planning is in three phases (long-term, medium-term and short-term).

Our long-term planning maps the art and design units studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group.



Our medium-term plans give details of each unit of work for each term. Each class teacher is responsible for writing the short term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum.

We plan the topics in art and design so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Please refer to the medium term and long-term curriculum maps for further details.

## **Teaching and Learning**

### **Expressive Arts and Design Curriculum in the Early Years Foundation Stage**

The Early Years Foundation Stage curriculum is based on seven areas of learning aiming to promote all aspects of a child's development. In EYFS, Expressive Arts and Design will be taught throughout the areas of learning but specific to the development of children's artistic and cultural awareness and will support their imagination and creativity. The children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS Expressive Arts and Design will enable the children to:

- Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.
- Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.
- Look at art and design in galleries and museums (including virtually) to generate inspiration and conversation about art and artists.

## Implementation

Our Art and Design curriculum uses a process-based approach. Each strand of Art and Design studied has its own process-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more think deeper about the purpose and process of an artist's work. The process questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Within our curriculum for Art and Design there are nine substantive curriculum areas of skill that we will implement to enable our pupils to become successful artists. This is set out in more detail in our termly plans and assessments (see impact and progression document).

- Expressive Arts and Design (EYFS)
- Exploring and Developing Ideas
- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing
- Work of Other Sutterton Artists

Across Swineshead CE Primary school, our Art and Design curriculum covers all areas of the subject and is integrated into many areas of the curriculum. As well as this, one timetabled Art and Design lesson per week is taught throughout key stage one and two, alternating with DT across the year. For children in the EYFS, there is always access to art materials within their continuous provision, allowing them the freedom to explore different media in their own way. Within our EYFS/Year 1 mixed class, the Reception children also take part in lesson inputs and adult-led or adult-initiated activities.

We also pride ourselves on providing a range of other opportunities for children to be involved in Art and Design outside of lessons. We provide a selection of themed weeks, stand-alone lessons, afterschool clubs, and themed afternoons. This provides children with in-depth focused sessions to contemplate and analyse an artist or culture's art style and experiment in developing the skills to replicate it.



Children take part in opportunities to link the work of artists to the local area, such as village walks. They also look at the work of local artists. Children take part in exhibitions of their work and are able to offer thoughtful opinions. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Children learn about different styles of work from around the world, exploring different art from different cultures such as Chinese block printing.

We have identified the disciplinary knowledge that we will implement to enable our pupils to become successful artists. This is set out in more detail in our termly plans.

- **Investigation;**
- **Expression;**
- **Interpretation;**
- **Reflection;**
- **Empathy;**
- **Application;**
- **Discernment;**
- **Analysis;**
- **Synthesis**
- **Evaluation;**

**The disciplinary knowledge to be an artist:**

**INVESTIGATION** – in Art and Design this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing how pieces are created

**EXPRESSION** – in Art and Design this includes:

- the ability to explain techniques, colours and use of media;
- the ability to identify and articulate opinions on how an artist has chosen to express their ideas.

**INTERPRETATION** – in Art and Design this includes:

- the ability to draw meaning from pieces of art;
- the ability to suggest alternative meanings.



**REFLECTION** – in Art and Design this includes:

- the ability to reflect on pieces of art, including their purpose, meaning, and technique.
- the process the artist went through to create their piece.

**EMPATHY** – in Art and Design this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others and to see pieces of art from their point of view.

**APPLICATION** – in Art and Design this includes:

- making the association between the purpose, technique, media and meaning behind a piece;
- identifying the purpose of the piece.

**DISCERNMENT** – in Art and Design this includes:

- explaining the significance of aspects of a piece of art;
- developing insight into individuals and communities;
- seeing clearly for themselves how individuals might learn from the artists they study.

**ANALYSIS** – in Art and Design this includes:

- distinguishing between an artist's meaning and what others may interpret;
- distinguishing between the features of a piece of art and its significance.

**SYNTHESIS** – in Art and Design this includes:

- linking the style of artists together;
- connecting technique to a period of art.

**EVALUATION** – in Art and Design this includes:

- the ability to debate the purpose behind a piece of art and the final outcome;



- the ability to debate the use of a certain type of media for a purpose.

## **Processes for Effective Learning in Art and Design**

### **1. Identify questions**

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

### **2. Plan and carry out enquiries**

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

### **3. Present and explain findings**

This involves expressing and explaining ideas and feelings, suggesting interpretations of artist's work and analysing the piece.

### **4. Empathise and reflect**

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

### **5. Evaluate**

This involves evaluating their learning and considering how it might apply to their own lives.

## **Personal Qualities for Effective Learning in Art and Design**

- **Independent enquirers**
- **Creative thinkers**
- **Team workers**
- **Reflective learners**
- **Self-managers**
- **Effective participators**

## **Daily Implementation of Art at Swineshead St Mary's Primary School**

- Knowledge Organisers: accessible key knowledge and vocabulary.
- Working Walls: focus on key knowledge and exemplify terminology.
- Vocabulary: identified and highlighted at lesson starts.
- EYFS: strong foundation in Prime Areas, linked to Understanding the World.
- Books: subject-specific texts in lessons and reading areas.



- Artefacts: handling real objects to enhance knowledge and skills.
- Learning environment: supportive and vocabulary-rich.
- Research: pupils independently investigate products and processes.
- Basic skills: English, Maths and ICT embedded in artwork.
- Cultural capital: visits, visitors and WOW days.

### **Equal Opportunities**

The teaching of Art and Design follows the school's policy on SEND and differentiation and aims to provide all children with equal opportunities. The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within Sutterton CE Primary school and Swineshead CE Primary school.

### **Cultural Experiences and Enrichment**

- Whole-school STEM week involving local businesses and parents.
- WOW days linked to Art and D&T.
- Links to local places of interest such as Tattershall Castle and bridges over the River Witham.
- National STEM competitions.
- STEM activities for girls at Boston High School.

### **Role of the Art and Design Coordinator**

- Endeavour to promote a dynamic approach to the development of Art and Design ensuring that it has a high profile.
- To evaluate the standards of Art and Design teaching through the analysis of assessment data, book looks and learning journeys.
- To update the Art and Design curriculum and oversee its implementation by other staff.
- Keep up to date with developments in Art and Design.
- Report back on training attended.
- Advise and support staff with the teaching and learning of Art and Design.
- Be responsible for overall auditing and upkeep of all school Art and Design resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.

- Regularly review and update the school policy statement and guidelines as required.
- To work closely with the lead governor for Art and Design.

## **Resources**

We have invested in a wide range of appropriate books, materials, supplies and resources and the Art Subject Leader audits these resources annually.

## **Supporting All Learners**

Whole school policy with regards to SEND and adaptive teaching applies to Art. The teaching of Art and Design follows the school's policy on SEND and differentiation and aims to provide all children with equal opportunities. The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within Swineshead CE Primary school.

## **Monitoring and Review**

We intend that this policy should operate for the next three years and then be fully reviewed by staff and governors. The Art Subject Leader will monitor the delivery of Art during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of Art. To this end, they will ask each member of staff involved in the delivery of Art to provide a copy of their medium-term planning for Art, along with a folder of evidence of pupil progress in Art during each academic year.

The Art Subject Leader must evaluate their own leadership of the subject during each academic year.

**Signed By:** Laura Suddards-Street

**Position:** Computing Co-ordinator

**Date:** September 2025