



"Caring & sharing as part of God's family"  
*"Loving our neighbour as we love ourselves" - Luke 10:27*

## Hartington C of E Primary School

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### Art Policy

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Policy written: December 2023

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# Art Policy

## Intent

Learning within art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. A high-quality art education should inspire, engage and challenge children – enabling pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern.

Children will become involved in shaping their environment through art and design activities, involving different creative techniques. They will explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they can explore the impact that it has on contemporary life and that of different times and cultures.

Art is also a wonderful media to investigate then begin to express their view of God's World, then develop an understanding and awareness of being able to reflect on their findings.

## Aims

**The national curriculum for art and design aims to ensure that all pupils:**

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

***“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”***

***Quentin Blake, Children's Laureate***

## Implementation

At Hartington C of E Primary School, we will achieve this by:

- Teaching art regularly. The children will cover an art topic at least once every other term and will also have additional opportunities to engage with art and design activities throughout the school year.
- Linking art as closely as possible to the topic for the term, to ensure relevance and context.
- Teaching a predominantly skills-based curriculum, which covers drawing, painting, sculpture, textiles and printing.

*Full details of our art curriculum can be found in our Long-Term Plan.*

- Re-teaching skills throughout the children's time in school. Skills are revisited and honed in a spiral curriculum, which progresses in terms of depth and challenge, to build on the children's previous learning.
- Ensuring that each child develops their skills and techniques in a way appropriate to them, through clear differentiation and support, active and purposeful experiences, and using a variety of art materials and teaching strategies.
- Fostering an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers; using our focus "Artist of the Month" to introduce pupils to a wide range of contemporary and historical artists and craftspeople.
- Introducing children to artists and art movements directly linked to the skills or topics they are covering.
- Utilising a sketchbook approach, so that children feel safe to experiment and take risks, without the fear of doing something "wrong".
- Openly promoting art and design as a possible further study or career choice.
- Encouraging each child to evaluate their art and design work and that of others, both with peers and adults.
- Celebrating effort, progress and achievement in art through displays, exhibitions and enrichment activities, such as trips out and competitions.

### **Cross-curricular Links**

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

- ICT
- Literacy and numeracy
- Spiritual, moral, social and cultural development.

### **Use of I.C.T**

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

### **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.

## **Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

## **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.

## **Differentiation**

The teaching of art and design needs to consider the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

## **Impact**

By the end of each Key Stage, all children can apply and understand the skills, knowledge and processes they have been taught so that they are proficient in drawing, painting, sculpture and other art, craft, and design techniques.

Teachers use summative assessments to record the progress and attainment against the National Curriculum expectations. This information is used to inform future lessons; ensuring children are always supported and challenged appropriately.

Most importantly, children will leave Oulton knowing that it is okay to make mistakes along their journey, they will think for themselves and be critical about their own and other's work- knowing how they can improve it or knowing when to stop if they are satisfied with their creative work.

***'Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.'* – Mary Lou Cook**

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