A proud member of

Art Policy

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The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Contents

1. Rationale and Aims
2. Role of the Subject Leader
3. Teaching and Learning
4. Sketchbooks
5. Curriculum Planning
6. Cross-Curricular Links
7. Spiritual, Moral, Social and Cultural Development
8. Health and Safety
9. Adaptive Teaching
10. Equal Opportunities
11. Assessment and Recording
12. Resources

1. Rationale and Aims

At Moorcroft Wood Academy we believe that teaching and learning in Art is important because it stimulates creativity, imagination and inventiveness. Art education gives pupils the skills, concepts and knowledge necessary to express responses to ideas and experiences in a visual or tactile form. It develops imagination and provides an important means of personal expression.

"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 communicate what they see, feel and think through colour, texture, form, pattern, materials and processes. They explore ideas and meanings through the work of artists and designers. Our developing art curriculum makes purposeful connections with history and geography, while maintaining the distinctive skills, knowledge and creativity of art as a subject. We celebrate and recognise artwork children bring into school from home.

Aims

- Foster understanding and enjoyment of art, craft and design.
- Provide three carefully sequenced art units in each academic year, with skills becoming progressively more challenging as pupils move through the school.
- Introduce pupils to a focus artist each half term, including classical, historical and modern/contemporary artists, and explore how their approaches inform pupils' own work.
- Develop the key skills and working practices of an artist: observing, investigating, experimenting, drawing, making, refining, presenting and evaluating.
- Use sketchbooks to develop and revisit ideas, practise techniques and reflect on progress.
- Develop skills with a wide range of tools, materials, media and processes.
- Teach pupils to review their own and others' work constructively, explaining artistic choices and identifying improvements.
- Explore historical, cultural and religious art and celebrate children's achievements through displays and other opportunities.
- Enrich learning through meaningful links with history, geography and other curriculum areas.

2. Role of the Subject Leader

- Advise and support staff with art planning, subject knowledge and techniques.
- Monitor teaching, planning, sketchbooks and progression of skills across the three annual units.
- Check that half-termly artist studies include a suitable range of classical and modern artists.
- Use monitoring findings to develop a realistic subject action plan.
- Audit, purchase, organise and maintain art resources.
- Compile a portfolio of pupils' artwork showing progression and examples of effective practice.
- Keep informed about curriculum developments and promote art across the school, including enrichment opportunities.

The Art Subject Leader monitors implementation of this policy and reports to the Head of School, Executive Head Teacher and Local Governing Board as appropriate.

3. Teaching and Learning

Early Years

Early Years staff use the revised Development Matters guidance (2021) and Birth to 5 Matters to plan adult-led learning and continuous provision. Art is principally developed through Expressive Arts and Design, with links to Physical Development, Literacy and Mathematics. Children independently explore resources, materials and creative ideas alongside carefully planned adult-led experiences, building foundations for Key Stage 1.

Key Stages 1 and 2

Teachers plan from the National Curriculum and the school's progressive art curriculum. Each year group teaches three art units across the academic year. Within these units, pupils revisit and extend techniques so that skills increase in complexity, independence and sophistication from year to year. Each half term includes a focus on an artist, drawing on classical and modern/contemporary examples and exploring relevant techniques, contexts and artistic decisions.

Learning opportunities include individual, paired and group work; first-hand observation; sketchbook investigations; exploration of two- and three-dimensional materials; ICT and visual sources; gallery visits or encounters with artists where possible; and purposeful evaluation and refinement of work. Children learn key artistic skills through teacher modelling, guided practice and increasingly independent application. Their achievements are valued and displayed.

4. Sketchbooks

Each child has an art sketchbook to record artistic exploration, practice, research and progress. Sketchbooks provide a place to try out ideas, take creative risks and learn from mistakes; the use of rubbers is discouraged where this would prevent children from seeing their development. Pupils study the work and approaches of their focus artists, practise techniques such as shading, perspective and observational drawing, and gather ideas for finished pieces.

Children are taught to annotate, discuss and review their work, identifying successful choices, areas for improvement and possible next steps. They revisit and refine initial ideas before producing a final outcome, reflecting the working practices of artists.

5. Curriculum Planning

Moorcroft Wood Academy is implementing a revised art curriculum which is closely linked, where meaningful, to the themes and knowledge taught in history and geography. These connections provide stimulating contexts for artistic work without replacing explicit teaching of art skills and knowledge.

There are three art units for each year group in each academic year. Long- and medium-term planning map the progressive development of techniques, knowledge, vocabulary and skills across Key Stages 1 and 2. A focus artist is studied each half term, allowing pupils to encounter a broad range of classical and modern/contemporary artists and make connections between artistic approaches and their own practice.

Class teachers plan lessons in line with the National Curriculum and the agreed progression of skills. A "Big Picture" overview at the start of each unit identifies the learning objectives and sequence of skills. Pupils complete a prior-learning activity where appropriate and an end-of-unit quiz to review knowledge and understanding. The Art Subject Leader monitors planning and implementation.

6. Cross-Curricular Links

History and Geography

The revised curriculum deliberately connects art units to the school's history and geography topics. Pupils may investigate art from different periods, places and cultures; study landscapes, environments and architecture; and use historical or geographical knowledge to inspire artwork. Artistic techniques and vocabulary remain the central learning objectives.

Computing

Computing enhances art through digital exploration of shape, colour and pattern, collecting visual information and researching artists and designers.

English

Children discuss and compare ideas, techniques and outcomes, articulate responses to artwork and research artists, designers and craft makers through discussion, biographies and fact files.

Mathematics

Art provides opportunities to explore shape, pattern, proportion, space and two- and three-dimensional form.

PSHE and Citizenship

Children reflect on their own work, respect the approaches of others and develop confidence through discussion, collaboration and constructive feedback.

7. Spiritual, Moral, Social and Cultural Development

Art supports children's social and cultural development through collaboration, sharing ideas, respecting different viewpoints and studying artists and craftspeople from diverse times, cultures and traditions. Pupils gain confidence in discussing their own and others' artistic choices. Where available, federation subject quizzes support communication and partnership between pupils from different schools.

8. Health and Safety

Children are taught to use art tools, equipment, materials and technology safely, recognise hazards and follow appropriate risk controls. Staff refer to the school Health and Safety Policy and undertake appropriate checks for practical activities.

9. Adaptive Teaching

Teaching takes account of pupils' differing abilities, experiences and individual needs. Outcomes may be adapted while maintaining ambitious artistic learning. Where a particular skill or activity is inappropriate, teachers provide suitable alternative approaches or resources. Questioning, equipment, modelling, scaffolding and flexible grouping support inclusion and challenge.

10. Equal Opportunities

All children, irrespective of culture, religion, background or additional needs, have equitable access to art teaching, resources, equipment, enrichment and opportunities to contribute. The selection of classical and modern artists reflects a breadth of voices and experiences.

11. Assessment and Recording

Teachers assess artistic learning through observation, discussion, sketchbook evidence and completed outcomes. Feedback helps children recognise what is effective and identify how to refine their work. Pupils are explicitly taught to review and evaluate their own artwork using appropriate artistic vocabulary, and to respond constructively to the work of others.

- Each pupil in Years 1–6 maintains a sketchbook documenting skills, experimentation, artist studies, reflection and development.
- In Early Years, Expressive Arts and Design is recorded in individual learning journeys; Reception also uses a topic book.
- Prior-learning quizzes or prompts identify relevant existing knowledge before a new unit.
- A "Big Picture" sheet outlines the objectives and skill sequence at the beginning of each unit.
- End-of-unit quizzes assess knowledge and understanding alongside practical evidence of progressive artistic skills.
- Teachers review pupils' skill development each term and use judgements to inform subsequent planning, scaffolding and challenge.

Progress is shared with parents through annual written reports. The Subject Leader uses assessment and portfolio evidence to monitor progression across the three yearly units.

12. Resources

Art materials are stored in the art cupboard in the Year 6 classroom and in the paper store in the hall. Clay is kept in the paper store for shared access. Resources are allocated according to year-group planning and activities. Classrooms have paint, palettes and sketching pencils available for use across the year.