



**Hartsbourne Primary School**  
**Mission statement: Valuing Potential; Creating Opportunities**

**ART AND DESIGN POLICY**

This policy to be read in conjunction with Assessment Policy, Display Policy, DT Policy, Equal Opportunities Policy, Health & Safety Policy, Teaching and Learning Policy, Racial Equality Policy, SEND Policy

**POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

<b>DATE OF POLICY:</b>	MARCH 2026	<b>DATE OF NEXT REVIEW:</b>	MARCH 2027
<b>MONITORED BY:</b>	CREATIVE CURRICULUM TEAM	TEACHING & LEARNING COMMITTEE	

**OUR VISION**

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

**RATIONALE**

We want to provide children with the opportunity to explore and express their creativity whilst developing important artistic skills and knowledge. Through a broad and balanced curriculum that includes key concepts (substantive knowledge) and working like an artist (disciplinary knowledge), pupils learn to experiment, evaluate and refine their ideas. Art and Design encourages imagination, confidence and cultural awareness, enabling children to appreciate the work of artists and develop their own creative voice.

**AIMS AND OBJECTIVES**

At Hartsbourne we aim to provide an art curriculum which will enable all children to develop their learning in art through research, investigating, making and the development of their skills, knowledge and understanding of the subject. They will have opportunities to evaluate their own art and that made by others. We aim to ensure that we provide opportunities to:

- o An inclusive arts curriculum of quality, range and depth.
- o Record responses to their experience, imagination and observations of the natural and man-made environment and have work celebrated via display.
- o Explore and use two- and three-dimensional media, working on a variety of scales.
- o Review and modify their work as it progresses.
- o Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this to their work.
- o Respond to and evaluate art, craft and design, including their own and the work of others.
- o Interconnect their learning by studying historical and cultural art.
- o Be presented with work of artists, craft workers and designers of both sexes as well as work from a variety of ethnic backgrounds.
- o Participate in enrichment opportunities, e.g. exhibit at Bushey Meads Gallery etc.



We will achieve this through developing an understanding of the use of the eight elements of art: line and shape, colour and tone, pattern and texture, form and space.

## **TEACHING AND LEARNING**

Art is an important part of the education of all children, aiming to create a sense of enjoyment and a sense of purpose. Art is a means of communication not bound by written or spoken language. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils. Key vocabulary is taught and applied throughout the unit of work to deepen pupils' understanding of art and design.

### **Classroom management**

Teachers will model the ways in which specific materials, tools and processes are organised and pupils are expected to take an increasing level of responsibility for that organisation.

Materials, equipment and resources for art will be organised to promote effective use by pupils. They will be clearly marked or labeled to allow actual or visual access to the children.

Whilst art will at times be related to other subjects through interconnected links, teachers will also plan specific activities to provide development of the skills, knowledge and understanding of art. These activities will take account of and build upon children's previous experience in art.

Most art projects will begin with responses to examples of the genre or work from significant artists, followed by a process working toward emulation of the examples. This may include mark-making, planning, experimenting, sketching and ultimately a final project. The process will be recorded in a sketchbook, be dated and titled where appropriate and reflect the children's journey towards their final outcome.

## **ASSESSMENT AND PROGRESS**

Using teacher judgement, along with examples of pupils' work saved on Google Drive, teachers will input assessments into Arbor once per term. Each term introduces a new topic with skills linked to a designated artist or artistic movement, allowing assessment to reflect the development of both practical skills and knowledge.

Teachers will assess children's progress throughout art projects by observing their work and giving feedback to the class and individuals. At the end of each project, children will review their own and a partner's work, while teachers provide written feedback to help them understand their strengths and areas for improvement.

## **DISPLAY AND PRESENTATION**

The school recognises that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject. (See Display Policy).

## **INCLUSION**

All children, regardless of gender, ethnicity, culture or ability, have an entitlement to a creative arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative work should be planned with regard to children's ability, age and stage of development.



Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. Teachers will provide instruction and guidance on technical processes to take account of individual needs.

### **HEALTH AND SAFETY**

Please refer to School's Health & Safety Policy for further information, CLEAPPS and COSHH records.

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

The school may decide that it will make its own specific ruling on the use of certain tools or processes.

Specifically, when working with clay, staff will be aware that dust from dry clay can cause irritation if inhaled so every attempt should be made to keep dust to a minimum, including:

- Work surfaces should be wiped clean with a clean damp cloth.
- Tools, clay boards, rolling pins etc., should be washed at the end of a session (under supervision).
- Clay dropped on the floor should be removed at once.
- Hands should be washed and nails scrubbed after using clay or glazes.
- Cuts or abrasions should be treated immediately.