



Hampton Hargate Primary School

Art and Design Policy

Date: April 2026
Review date: April 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

1. Aims and Objectives

At Hampton Hargate, we strive for achievement for ALL pupils by providing a skill based, creative and progressive curriculum, which ignites and enhances curiosity and innovative thinking and learning, and therefore retention of knowledge and skills. A sequenced progression revisits what is taught and learnt to secure children's long-term memory.

Art is an integral part of our curriculum that allows pupils to enjoy developing and refining their creative skills and knowledge to enable pupils to develop their confidence, character and resilience. Art contributes to children's holistic development in creativity, independence, judgement, a sense of worth and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them which underpins our school values.

Lessons give pupils every opportunity to develop their abilities, nurture their talent and interests, express their ideas and thoughts about the world as well as learning about art forms from different periods and cultures and study different artists' work to inspire and influence their own pieces of art and design.

Pupil voice is important and the school council meet regularly to discuss Arts Week and competitions.

Our curriculum strives to:

- enable children to record from first hand experiences;
- enable children to become visually literate, to encourage the use and understanding of art as means of visual and tactile communication;
- develop skills, both creative and technical so that children can develop their ideas and produce artwork inspired from this;
- develop imaginative and original thought and encourage experimentation;
- nurture and develop children's enthusiasm for and enjoyment of this curriculum area;
- nurture and develop the child's capacity to learn about and observe the world in which they live, both locally and globally;
- develop children's ability to express and communicate ideas, opinions and feelings about their own work and that of others;
- develop in children the ability to value the contribution made by great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
- 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 and cultures through their work on famous artists, designers and craftspeople.

2. Curriculum planning

Long term planning

We aim to ensure that a wide range of skills and media, as outlined in our skills progressions document, are covered and taught progressively throughout the school.

Where possible, art and design is taught as a cross curricular approach and this is linked to each topic on a one year cycle.

Medium term planning

Using the objectives from the National Curriculum Programme of Study, teachers identify the learning objectives for each unit of work with cross curricular links made in planning where applicable. These plans ensure an appropriate balance and distribution of work and skills across each term. As a point of reference, teachers use the skills progression document to ensure coverage of skills.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the long-term plans, so that there is an increasing challenge for the children as they move up through the school.

3. The Foundation Stage

We particularly encourage creative work in the reception class as this is a central element of the Foundation Stage Curriculum. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity; some of which is captured in their sketchbooks. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists, adults and their peers. The activities that they take part in are imaginative and enjoyable.

4. KS1 & KS2 Curriculum Organisation

Children will develop their knowledge, skills and understanding through activities set out in the long-term plans, with each year group covering progressively more complex aspects of the main areas- drawing, painting, printing, sculpture and textiles/collage.

Some sessions will be devoted to the teaching of discrete art skills. A series of lessons may be followed by a session where skills and techniques are applied. The end product may be directed towards other subjects where appropriate with cross-curricular learning being embedded into pedagogy here at Hampton Hargate.

Throughout their educational journey children have a range of extra-curricular art opportunities, such as working alongside artists, visit art galleries, sculpture gardens, museums, art projects and art clubs.

Children's artwork will be celebrated through class and school displays, including the Winter Wonderland.

Subject content

At KS1

Pupils should be taught

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

At KS2

Pupils should be taught to develop their techniques, including their control and their uses of materials, with creativity, experimentation and 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.

5. Continuity and Progression

Children will build upon their existing knowledge to ensure continuity and progression, and this will be evident in the planning for each year taken from our knowledge and skills progression documents.

The development of skills in the different aspects of this curriculum area will be evident in our 'Folder of Excellence', in children's sketchbooks and through pupil voice.

6. Sketchbooks

Children in all year groups will be encouraged to develop the habit of using their sketchbooks for:

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference;
- working out ideas, plans and designs;
- reference – as they develop ideas for their work;
- looking back at and reflecting on their work, reviewing and identifying their progress;
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

7. Resources

Resources are stored in a central location and is regularly monitored to allow the curriculum to be taught in line with the long-term planning. Class resources are stored in areas that are accessible to the children. New resources can be acquired by communicating with the art coordinators personally.

8. Teaching and Learning Strategies

Throughout the key stages children will experience working individually, in groups and as a whole class. They will be given opportunities to develop the skills taught to them. They will begin to use and explore a range of media. They will be learning to plan and develop their ideas and to compare and discuss styles of works of art including their own.

Teaching will be led through:

- careful planning incorporating progression;
- practical demonstration of skills;
- the setting of challenging activities;
- encouragement and further development of experimentation;
- purposeful discussion and comparisons of works of art and children's own work.

9. Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely and with respect.

When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk

Staff should be aware of the guidance on Health and Safety, manufacturers advise on the products they use and other information as circulated.

10. Equal Opportunities – Inclusion, MAG&T and SEND

At Hampton Hargate Primary School we aim to provide effective learning opportunities for all pupils in this curriculum area. Every child should have the opportunity to experience success in learning and achieve as high a standard as possible, whilst recognising the pupil's learning needs.

The art curriculum is available to all children regardless of gender, ability or cultural background. A wide variety of art is used from different cultural traditions. These are used to support and give examples of different artistic styles and techniques.

Children with educational needs will have the same access to art, craft and design. Teachers adjust and differentiate the art curriculum for those with specific difficulties. Art is a means of communication, not bound by written and spoken language, and enables pupils with special needs of all kinds to develop a capacity for self-expression.

Teachers recognise pupils who are naturally gifted in art and strive to extend their learning through differentiation. MAGT pupils are provided with further opportunities to enhance their creativity, such as working alongside an artist in a small group. Teachers are also able to liaise with the MAGT leader/art subject leaders to support them where needed.

11. School and Community

As a community school, we should be alert to opportunities to develop links within the locality. We seek to encourage people with special talents to work within the school. Our Arts School Council members are the voice of pupils across the school. They work collaboratively alongside the art co-ordinators as well as with each other by attending regular meetings to discuss and improve the arts facilities offered at Hampton Hargate.

12. Assessment, Review and Monitoring

The school has a portfolio of evidence, which illustrates the achievement of 'working towards', 'expected' and 'greater depth' levels. It also shows the progression within the school and should be used comparatively by staff including subject co-ordinators when making judgements and writing reports.

Planning is moderated by the art coordinators and feedback is given as appropriate either one-to-one or in staff meetings. Teachers discuss various aspects of pupil art work with pupils and this can take place in lesson or as small group discussions. Monitoring of samples of work is completed on a termly basis.

This policy will be reviewed every two years.

Review date: April 2028