

Wrockwardine Wood CE Junior School



Art Policy 2025-2027

Updated: October 2025

Review Date: October 2027



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

Our School Christian Values



Introduction

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

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

- 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.

Teaching and learning style

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own ideas and methods and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

Our curriculum offer

Art is essentially a practical subject which should be enjoyed by all. We encourage children to participate in a variety of artistic experiences through which we aim to build up the confidence, creativity and ability of all children.

Across the key stage, pupils are provided with regular opportunities to develop their skills, utilising our wide range of mediums. Some art resources are stored centrally, with more frequently used resources stored in classrooms to enable easy access by all.

Most art lessons begin with a skill practice activity, followed by an opportunity to create their own piece of artwork. Art plays a wider role in school life and is not solely confined to class art lessons. Each year a whole school art project is organised, making links to the local community where possible. Artwork is displayed throughout the school, celebrating the children's artistic abilities.

Extra-curricular clubs, such as art and craft are offered to further extend children's learning. Additionally, experience clubs such as pom-pom and knitting is available to the children so that they can experience different art forms.

Planning

Each unit of work uses the national curriculum and the progression document.

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

Contribution of art and design to teaching in other curriculum areas

English

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 have the opportunity to 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 children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. Mathematics can help to link ideas between architecture plans and reality.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

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 encourages 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 and cultures, through their work on famous artists from our locality and other areas of the world, designers and craftspeople.

Art and design and ICT

Information and Communication Technology enhances our teaching of art and Design, wherever appropriate. Children use software to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using digital and video cameras, scanners, web cams. The children also use the Internet, to find out more about the lives and works of famous artists, designers and architects.

Oracy

Across Wrockwardine Wood CE Junior School, oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practise and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

Roles and Responsibilities

- Each teacher plans and delivers their own art lessons to their class.
 - The art subject leader will offer support for class teachers and discuss planning with them on an informal basis. They will also be monitoring teaching and learning of art across the school.
 - The Headteacher will actively support the art policy by encouraging staff, praising good practice and supporting staff development and in-service training.
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This policy was written in October 2025

It will be reviewed by the Head Teacher in October 2027