Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley is encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School
Curricular Policy for Art

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Why Pupils Learn Art

Team Reedley value learning and teaching Art because:

- Art can stimulate creativity and promote imagination.
- Art provides a stimulating learning environment where children's work is celebrated.
- Art provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
- Art provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
- Art can give children confidence and a chance to produce something without failure, something that is personal to them.

Art can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how art has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures.

Our aims for the children are to:

- Develop an enjoyment of creative art and see themselves as artists.
- Be able to express their own ideas, through art and give meaning to the world around them.
- Be able to use a range of materials, tools and techniques at a comfortable level for them.
- Be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- Develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

Planning the Art Curriculum

Art is planned using the Reedley 'Knowledge, Skills and Concept' map which is linked to the National Curriculum. Art objectives link to themes taught across the year, building on prior knowledge to ensure progression. Planning is then completed using the 'Teaching Backwards' document. Planning and objectives are adapted to meet the needs of the children where appropriate. Teachers use a variety of planning tools including Lancashire theme planning.

Each term, staff plan for opportunities for children to study known artists in greater depth. Through this, the children experience the medium the artist has worked in and are able to apply it to their own work. In addition, the children learn about the life of the artist and record their learning through written accounts.

Classroom organisation, time allocation and teaching styles.

Art is taught as part of the theme across the year. Some themes focus specifically on art, but in other instances, art is developed through cross-curricular links. Each term, Art is taught explicitly in each year group for one week and is linked where possible to Maths and English.

In Art, the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them over all other areas of learning.

After school clubs are provided in both KS1 and KS2 to encourage children to develop their art skills and help them to improve their fine motor control.

Resources

Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists (examples of their work).

Paint and paintbrushes are allocated at the beginning of the year and kept in individual areas. All other art materials are kept in a centralised location in the workroom e.g. drawing pencils, chalk.

Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible.

Equal Opportunities

Team Reedley aims to meet diverse needs in order to ensure the active participation and progress of all children in their learning. Successful inclusive provision at Reedley is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality. Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Cross- curricular links

Opportunities are used to encourage children to use their creative knowledge across the curriculum. Art can help provide meaning to all other subjects within the curriculum. Art is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Art can be linked to all other areas and gives a practical approach to learning.

Assessment and record keeping

Children's standards and achievements in Art are assessed in line with the School's Assessment Policy. Assessment in Art for years 1-6 will be by taking examples of children's work throughout their time at Reedley and looking at their continued development in Art. The Art co-ordinator will collect samples over a range of areas, using different techniques and media.

Children's standards and achievements in Art in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work at an age-appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development. Records will be kept on Insight.

Assessment in Art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works. Art assessment will focus on what individual children have achieved.

Monitoring arrangements

The role of the Subject Leader is to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

The teaching and learning of art will be monitored through the analysis of Teaching Backwards planning, pupil interviews, learning scrutiny and learning walks, in line with the school development plan, monitoring of the coverage and progression of skills across key stages, liaising with and informal discussions with teaching staff.

The art subject leader is also responsible for supporting colleagues in the teaching of history, being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school

The Subject Leader will have regular discussions with the Headteacher and other senior leaders about learning and teaching in Art and will provide a termly standards report to Governors. This will include details of their impact as Subject Leader and an evaluation of the strengths and areas for development for the subject.

Signed by: E Phillips

Date: July 2026

Next review: July 2027