Bryn St. Peter's C.E. Primary School

Together with God, building our future

Subject Policy - ART

Reviewed by: C.Boswell   Date:

Review again:

Together with God Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

And in him you too are being built together to become a dwelling in which God lives by his Spirit.

Ephesians 2:22

1. Introduction

At Bryn St Peter's Primary School, Art and Design plays a vital role in children's education and contributes significantly to their personal development. We aim to provide an inclusive, creative, and inspiring curriculum that enables every pupil to explore, express, and understand the world around them through artistic experiences.

2. Aims and Objectives

Our Art and Design curriculum aims to:
• Foster creativity, imagination, and self-expression in all pupils.
• Provide rich opportunities to explore and experiment with diverse media, techniques, and processes.
• Teach pupils about significant artists, designers, and craftspeople from a variety of cultures and historical periods.
• Build resilience, problem-solving skills, and the ability to evaluate and refine work over time.
• Ensure that all pupils, including those with SEND, access and succeed in Art and Design through adaptive teaching and inclusive practice.

3. Curriculum Intent

Our curriculum is designed in accordance with the National Curriculum and provides a carefully sequenced programme of study from EYFS to Year 6. We intend to:
• Develop artistic skills and knowledge progressively across the strands of drawing, painting, sculpture, collage, printmaking, textiles, and digital media.
• Encourage pupils to see themselves as artists and makers by engaging with a wide range of creative opportunities.
• Promote cultural capital through exposure to varied artistic traditions and contemporary practices.

• Create an inclusive curriculum that recognises individual starting points and supports personal achievement.

4. Implementation

4.1 Curriculum Design

• Units are planned around core artistic strands and revisit skills to ensure depth and progression.
• Long-term and medium-term planning reflects a clear sequence of learning and skill development.

4.2 Teaching and Learning

• Teachers provide clear demonstrations, modelling, scaffolded tasks, and opportunities for guided and independent practice.
• Pupils are encouraged to explore, take risks, and express individuality.
• Sketchbooks are used as working documents for experimentation, reflection, and skill development.

4.3 Adaptive Teaching and SEND Support

Adaptive strategies are integrated into all planning and delivery. Examples include:

Drawing

• Easy-grip pencils, charcoal sticks, thick markers.
• Step-by-step visual guides, stencils, tracing frames.
• Sensory approaches (sand trays, textured paper).

Painting

• Larger-handled brushes, sponges, paint sticks.
• Colour-coded palettes, simplified resources.
• Digital alternatives for pupils with sensory needs.
• Scaffolding through outlines and guided tasks.

Sculpture and 3D Work

• Lightweight materials (foam, air-dry clay, plasticine).
• Adaptive tools (safe cutters, moulds, rollers).

• Opportunities for collaborative sculptural work.
• Photo-based step-by-step guides.

Collage and Mixed Media

• Pre-cut shapes, tactile resources, large-scale materials.
• Easy-grip glue applicators, rollers.
• Emphasis on creativity and exploration over precision.

Printmaking

• Large rollers, sponges, simple stampers.
• Templates and pre-made stamps.
• Focus on repeat patterns and simple printing processes.

Textiles

• Large-hole or plastic needles, weaving frames.
• pre-threaded or pre-cut fabrics.
• Alternatives such as gluing fabric instead of stitching.

Digital Media

• iPads, accessible creative apps, styluses.
• Assistive technologies to reduce motor demands.
• Digital artwork as an inclusive means of expression.

4.4 Enrichment Opportunities

• Gallery visits, artist workshops, and whole-school creative projects.
• SEND support includes pre-teaching, visual aids, and additional adult support.

4.5 Learning Environment

• Displays celebrate a diverse range of pupils' artwork and showcase personalised progress.
• Work from all learners is represented, promoting pride and ownership.

5. Impact

The impact of our Art and Design curriculum is that pupils:
• Develop a love of art and creativity, using it to communicate and express

themselves.
• Acquire, refine, and apply practical artistic skills across a range of media.
• Understand the influence and contributions of key artists and designers.
• Build confidence, resilience, and critical thinking skills through reflection and evaluation.
• Make strong progress from individual starting points, with SEND pupils showing increased confidence, engagement, and personal achievement.

6. Planning and Progression

• The curriculum follows a progressive, spiral structure from EYFS to Year 6.
• Medium-term plans outline specific skills, knowledge, and techniques to be taught.
• Teachers adapt planning to meet the needs of all learners, ensuring every pupil can succeed.
• Progression documents ensure skills develop logically over time with increasing challenge.

7. Assessment and Monitoring

• Assessment is ongoing through observation, discussion, and review of sketchbooks and final pieces.
• Progress is judged against individual starting points as well as curriculum expectations.
• Feedback celebrates creativity, effort, and improvement.
• Subject leaders carry out monitoring through pupil voice, book looks, planning scrutiny, and lesson observations.

8. Role of the Subject Leader

The Art and Design subject leader is responsible for:
• Overseeing curriculum design, implementation, and review.
• Supporting staff with resources, CPD, and guidance on inclusive practice.
• Monitoring teaching and learning to ensure high-quality provision.
• Ensuring progression, consistency, and effective assessment across the school.
• Leading enrichment opportunities and promoting the profile of Art and Design.

9. Resources

• A wide range of tools and materials are available for all artistic strands and are maintained to ensure safe, effective use.
• Adaptive resources (easy-grip tools, tactile materials, digital devices) are provided to support pupils with SEND.

• Resources are organised to promote independence, accessibility, and creativity.

10. Inclusion and Equal Opportunities

• All pupils, regardless of ability, background, or need, have access to the Art and Design curriculum.
• Adaptive teaching ensures barriers to participation are reduced or removed.
• Cultural diversity is celebrated through exposure to global artists and creative traditions.
• Enrichment opportunities are made accessible to all through reasonable adjustments.

11. Health and Safety *(if applicable)*

• Teachers ensure safe use of materials, tools, and equipment.
• Pupils are taught safe working practices appropriate to their age and activities.
• Risk assessments are completed for materials, equipment, and off-site visits.
• Protective clothing (e.g. aprons) is provided when appropriate.

12. Parental and Community Links

• Parents are invited to exhibitions, showcases, and whole-school creative events.
• Links with local galleries, artists, and community organisations enhance cultural learning.
• Visiting artists and workshops enrich pupils' experiences and broaden their understanding of the arts.

13. Review and Evaluation

• The policy is reviewed regularly to ensure continued relevance, high-quality provision, and alignment with school priorities and national guidance.
• Feedback from staff, pupils, and parents informs ongoing improvements.
• The subject leader evaluates the effectiveness of the curriculum and suggests actions for development.

14. Linked Policies and Documents

• Teaching and Learning Policy
• SEND Policy
• Equality and Diversity Policy

- Health and Safety Policy
- Curriculum Policy
- Educational Visits Policy
- Accessibility Plan