



Art

Curriculum Policy

Written: Autumn 2025

Updated Autumn 2027



Peters Hill Primary School

Fly high; flourish and fulfil

School Mission Statement

At Peters Hill we are passionate about the whole child. We want all children to leave school with skills and attributes that prepare them for the next stage in their education and allow them to embrace life's opportunities to the full. Our aim is for every child to fly high, flourish and fulfil the limitless potential they have. We want children to understand and demonstrate the importance of ambition, belief, compassion, pride and respect. We want children to become successful, confident, motivated, responsible and spiritual individuals.

Introduction

At Peters Hill Primary School, we believe that Art and Design stimulate 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. Through our art curriculum, children develop a strong sense of practical knowledge – making it possible to visually communicate and create ideas. Children learn the multiple ways in which art exists, what artists do and why. Finally, children develop theoretical knowledge of artists that shows the breadth of art and its narrative through history.

National Curriculum

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

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

At Peters Hill Primary School, our Art curriculum strives towards the following aims:

- For children to investigate art around the world through research of artists, designers, crafts people and art movements
- For the purpose of artwork to be considered and discussed
- For skills, methods and techniques to be taught, and children to be given opportunities to practice and refine these in sketchbooks



Peters Hill Primary School

Fly high; flourish and fulfil

- To produce final pieces of artwork that incorporate and demonstrate the learning of the child
- For children to self and peer critique artwork throughout each unit particularly the final piece
- For artwork to be created to display and celebrate
- Teaching that focuses on the development of skills and knowledge.

Curriculum

Early Years Foundation Stage

At Peters Hill Primary School, we encourage creative work in nursery and reception as this is part of the foundation stage. We relate the creative development of the children to the objectives set out in the early learning goals, which underpin the curriculum planning for children aged three to five. 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.

At Peters Hill Primary School, we provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

At Peters Hill Primary School within the foundation stage, we run continuous provision, where children have free access to resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the foundation stage profile, as well as the age-related expectations in development matters which underpin the curriculum planning for children from birth to five.

ELG: Creating with Materials (EAD)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Key stage 1

At Peters Hill Primary School during key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

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



Peters Hill Primary School

Fly high; flourish and fulfil

- 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.

Key stage 2

At Peters Hill Primary School, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

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 renowned artists, architects and designers in history.

Approaches to teaching and learning

At Peters Hill Primary School, art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

- Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.
- Having the opportunity to examine natural objects, everyday artefacts, historical artefacts. Developing clear links between art and design and I.C.T. opportunities.
- Encouraging children to work individually, in pairs, small groups and as whole class when required.
- Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.
- Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.



Peters Hill Primary School

Fly high; flourish and fulfil

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like professional artists.

Curriculum Planning

Our school has devised a program of study to ensure art builds on key skills and is underpinned by the national curriculum age related expectations. There are 4 main pathways that thread through our long term, medium term and short-term plans. These Art planning for each year group can be viewed on the school website.

Links to other Subjects

Use of I.C.T

ICT enhances our teaching of Art. Children can collect visual information to help them develop their ideas by using digital cameras, iPads and scanners. They can record their observations and change them through editing to create their own designs. The children can also use the Internet to find out more about the lives and works of famous artists and designers.

Literacy

Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. Having 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. Children also explore the work of illustrators linked to books studied in school.

Geography

From looking at cave paintings to the landscapes of impressionist artists, children are able to explore the human and physical characteristics within our world. Through looking at artwork over different periods of time, children are able to see the advances in architecture, mapmaking, navigation, and forms of land ownership.

DT

In Art, children learn the skills of drawing, painting, printing, collage, textiles and 3D work. Design technology offers the chance to design and build projects using a range of different materials. Children understand the importance of aesthetics within design and the influence of art movements on design.



Peters Hill Primary School

Fly high; flourish and fulfil

Mathematics

Art can be seen within Maths by giving opportunities to develop the children's understanding of shape, proportion and space through work in two and three dimensions. Both art and mathematics require spatial reasoning skills and the ability to recognize patterns.

Personal, Social and Emotional Development

Art can be used within the teaching of some elements of personal, social and emotional development. The children discuss how they feel about their own work and the methods and approaches used by others.

History

Art from the past holds clues to life in the past. By looking at a work of art's symbolism, colours, and materials, we can learn about the culture that produced it. Children also explore art depicting political and historical events.

Science

A great deal of creativity is required to make scientific breakthroughs, and art is just as often an expression of scientific knowledge. For example, children learn the science behind mixing paint in the correct proportions and creating perspective in a drawing. Visual art has been used to document the natural world for thousands of years, from cave drawings of animals to paintings of centuries-old experiments that show us how they were conducted. Children explore patterns in nature, human form and proportion.

Differentiation

At Peters Hill, we recognise the fact that we have children of differing ability in all our classes, and so 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 common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.



Peters Hill Primary School

Fly high; flourish and fulfil

Provision for SEND

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations. When progress falls significantly outside the expected range, the child may have SEN. We look at a range of factors, including: - Modifying when appropriate the objective, task and resources in lessons. - Providing adult or peer support where appropriate - Providing additional resources; particularly if a child's motor skills are not fully developed - Providing opportunities to work in groups to develop confidence and artistic skills further.

Resources and facilities

At Peters Hill Primary School, there is a wide range of resources to support the teaching of art and design across the school. Classrooms have a store of basic resources. Specialist resources and equipment are stored in the stock-cupboard and should be returned after use.

Assessment

At Peters Hill Primary School, assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that skills are developed, and progress made in the area of art and design. At the end of each unit children are assessed against the pathways.

The class teacher also evaluates each child's skills by their use of a sketchbook. All children are encouraged to develop the habit of using these, primarily for developing ideas for their work and for working out ideas, plans and designs; but also, for recording, exploring and storing visual information which can be readily retrieved and used as reference. The class teacher can look back and reflect on the content and judge which they can use to further develop ideas, skills and understanding. It is important to extend children's skills and allow them to practise regularly.

Displaying children's work well also plays a positive part in the appraisal of the art and design work in the school; this gives it value and reminds the children what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways the children may have responded to the theme or starting point. Thus, the public display of art and design (and other curriculum areas) of each year group is much more than just a way of making the school look attractive; it also demonstrates the sequence and development of what has been learnt throughout the key stages.

Monitoring and Evaluation

Monitoring the planning and assessments of the Art curriculum is the collaborative responsibility of The Senior Leadership Team, The Whole School Curriculum Lead, The Subject Advocate and Year Group Leaders. They will be involved in evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps. Photographs of completed work and displays are kept



Peters Hill Primary School

Fly high; flourish and fulfil

digitally as a portfolio, to monitor and support the raising of standards of art within the school. The coordinators take responsibility for addressing any needs or concerns that arise as a result of this monitoring.

Roles and Responsibilities

Whole School Curriculum Lead

The whole school curriculum lead is responsible for the overall coherence and integration of the curriculum across all subjects within the school. They develop and implement curriculum strategies in alignment with the school's vision, policies and educational standards. This role involves working closely with the subject advocate to ensure that each subject is effectively contributing the overarching educational goals. By facilitating collaboration and maintaining a comprehensive approach, the Whole School Curriculum Lead ensures that pupils receive a well-rounded and cohesive learning experience. The Curriculum Lead holds and develops the subject intent and implementation planning.

Subject Advocate

A Subject Advocate is an enthusiastic supporter of a particular subject within the school, focusing on fostering a love for learning and engagement among both staff and pupils.

They act as a champion for their subject, inspiring innovative teaching methods and encouraging collaboration between teachers. Their role is pivotal in creating a positive atmosphere, where curiosity and exploration are nurtured, ultimately helping to improve pupil outcomes and making the subject more enjoyable for everyone involved. They focus on innovation and creativity in the subject and contribute significantly to the intent of the subject.

We aim to:

- Projected Based Learning- Implement an integrated curriculum approach that connects Art's knowledge and skills pathways to other subjects, fostering interdisciplinary learning.
- Real Life Contexts - Connect the Art curriculum to relevant real-life experiences and the local community to engage pupils more deeply.
- Feedback Mechanisms - Establish regular and purposeful mechanisms with children, staff and parents, to refine and enhance the Art curriculum effectiveness.
- Innovative Teaching and Learning- Inspire staff to use innovative and creative teaching methods when delivering the Art curriculum.
- Collaborative Environments - Foster collaborative planning approaches for staff to share their strengths and innovative strategies that enhance creativity in lesson design and boosts pupil engagement.
- CPD for Subject Advocates - Ensure subject advocates have the skills and knowledge to champion the development of the subject to include innovation and creativity through research informed decisions.



Peters Hill Primary School

Fly high; flourish and fulfil

Parental involvement

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set. Parents may also be invited to send in artefacts or be invited to come in to talk about their own artwork or art interests.

Equality Statement

At Peters Hill Primary School, our curriculum for art and design will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the art and design curriculum, and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability. This is in line with the Equality Act 2010 and the school's equality objectives.

Policy Authors: Ellen Foxall and Ellie Grosvenor

Date Reviewed by Authors: Autumn 2025

Date approved by Governing Body: Autumn 2025

Next review date: Autumn 2027