



Tickhill Estfeld Primary School

Art Policy 2026/27

Tickhill Estfeld Art Policy

Rationale

At Tickhill Estfeld, we are committed to providing all children with learning opportunities to engage in Art and Design. We believe that every child within our school should have full access to Art and Design as outlined in the National Curriculum regardless of age, gender or ability. We seek to ensure that our teaching reflects the current guidance to schools, which emphasises the particular importance of designing and making. The teaching of art 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. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and on different periods and cultures.

Aims

- To enable all children to have access to a varied range of high-quality art experiences
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To teach children to express their own ideas, feelings, thoughts and experiences
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Objectives

Tickhill Estfeld fully supports the National Curriculum by providing opportunities for its pupils to:

- Produce creative work, exploring their ideas and record 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
- Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Golden Threads

We will strive to embed our school's golden threads in our teaching of art:



1. The Key Elements

Understanding and using the **building blocks of art**, including:

- Line, shape, colour, texture, form, space, tone, pattern
- These elements are revisited regularly and deepened over time



2. Skill Development and Mastery

- Teaching **technical skills** in a variety of media (drawing, painting, printmaking, sculpture, digital art, etc.)
- Building precision, control, and understanding of tools and materials
- Emphasizing **progression over time** through deliberate practice



3. Creativity and Imagination

- Fostering **original thinking**, innovation, and exploration
- Encouraging learners to take risks, experiment, and think divergently
- Valuing **personal response** and freedom of expression



4. Knowledge of Artists, Art History, and Cultures

- Introducing learners to a **wide range of artists, styles, and movements**
- Including artists from different **times, places, and backgrounds**
- Understanding how art reflects, responds to, and shapes the world



5. Critical Thinking and Evaluation

- Teaching how to look at and talk about art critically
- Developing the ability to **describe, analyze, interpret, and evaluate**
- Encouraging self-assessment and thoughtful reflection on their own and others' work
- Valuing the **art-making process** as much as the final product
- Encouraging **exploration, planning, testing, revising, and reflecting**



6. Sketchbooks and Process

- Using sketchbooks as a space to **record, plan, experiment, and reflect**
- Valuing **process over product**, encouraging iterative development

Curriculum

During the **Early Years**, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

In Key Stage 1, our pupils will 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

In Key Stage 2, pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an 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

Progression can be achieved by:

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- increasing the level of challenge and expectation of achievement
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions.

Assessment

The learning outcomes in each unit show how children might demonstrate what they have learnt. Pupils should be involving in actively evaluating their work and thinking about possible improvements. The actual work children produce will serve as a record of the achievement, therefore it is not necessary to make detailed records of each child in relation to the outcomes. However, teachers may wish to make notes about individual children's development.

Inclusion

All our children have access to the Art and Design curriculum, regardless of their ability, gender, physical disability or their social, cultural or ethnic background. Where possible, provision is made to support individuals or groups of SEND children or those with a disability so that they can participate effectively in Design and Technology lessons. Likewise, provision is made for our More Able children and our New Arrivals so that their needs are also met. All children are encouraged to achieve as high standard as possible.

Role of Co-ordinator

The effectiveness of the teaching and learning in art and design will be regularly monitored by the Headteacher and the Art and Design Subject Co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated.

Monitoring

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

Monitoring and Evaluation of Subject

To monitor and evaluate Art the co-ordinator:

- Carries out pupil/staff and parent questionnaires
- Monitor teachers' planning
- Displays examples of good work from each year group around school
- Monitors the standard of children's work via work scrutiny
- Provides and evaluates termly actions
- Analyse termly data and provide feedback to teachers
- Share and highlight areas of development
- Share examples of lesson plans

Lucy Newcombe & Sonya Leighton

Art and Design Co-ordinators