Art Policy 2026

The CFLP Art Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.	
Chair of Local Advisory Board:	*Mrs C. Clulow*
Responsible Officer:	*Headteacher – Mrs C.Hodson*
Agreed and ratified by the Local Advisory Board on:	*January 2026*
To be reviewed:	*January 2028*

Kingsfield First School

Art Policy 2026

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our Art curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent

To develop children's experience of Art by imaging, creating and exploring through different mediums.

We aim to achieve this through allowing the children:

- To develop a broad knowledge and understanding of a range of famous artists, craft makers and designers.
- To develop knowledge and understanding of shape, pattern, colour, texture and form to express emotions and individuality.
- To show a passion and enjoyment for artwork.
- To draw confidently and adventurously from observation, memory and imagination.
- To select and use materials and techniques skilfully and inventively that are fit for purpose.
- To develop independence, initiative and originality which they use to develop their own and others' creativity.
- To be able to reflect, talk about and improve their own work and that of others.

Implementation

We use the **Development Matters and National Curriculum** documents to inform the delivery of Art and Design at Kingsfield First School.

Through the EYFS framework, pupils should be taught to:

Physical development (ELG)

- Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

Expressive arts and design (ELG)

- 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.

Through the National curriculum, our progression documents show a build-up of knowledge and skills across the following areas:

KS1 – where they use a range of materials to design and make products; use drawing, painting and sculpture to develop and share ideas, experience and imagination; to develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space; learn 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; begin to use sketchbooks to explore new ideas and revisit skills.

KS2 – where they learn about and take inspiration from notable artist/architects/designers, to master a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space; and create sketchbooks to record their observations and use them to review and review and revisit ideas.

Art and Design Techniques

In order to ensure the depth and breadth of our Art curriculum it has been designed in a way in which it complements the units of study in Design and Technology so that skills are revisited and built upon As drawing and painting underpin many areas of Art, they are studied in every year group across the school as part of a Key Stage offer.
In KS1 Cycle 1, children will learn how to draw, print & learn sculpture and in Cycle 2, they will draw, paint and collage.
In KS2 Cycle 1, children will learn how to print, collage and 3D model and in Cycle 2, they will draw, paint and create sculpture.

Artists

A focus artist (see artist overview – appendix 1) will be covered as part of each Art and Design unit that is taught. This is to ensure that children gain a depth and breadth of knowledge regarding artists, craft makers, designers and architects. We ensure that children study artists from a range of ethnicities, cultures and backgrounds in order to expose children to the wider world and support their cultural capital.

The children's artwork can be a replication of the studied artists content or technique, or inspired by elements of the artist's work.

Sketchbooks

Children will be provided with a sketchbook from the start of Year 1. This will then follow them through the school to the end of Year 4. When one sketchbook is filled a new one will be provided.

Sketchbooks will demonstrate children's exploration and experimentation of different skills and techniques. Children are encouraged to make annotations as they work so that the sketchbook can be used to inform a final piece.

Learning objectives are stuck in via a label to ensure that children know the intended outcome of the lesson and these can be used as a tool when looking back on previous learning. Alongside the LO, labels will demonstrate clear criteria for Basic (B), Advanced (A) & Deepening (D) which will be assessed individually and highlighted accordingly.

Sketchbooks are not marked – feedback is given live during the moment.

Celebrating Art

Final pieces of artwork are created in a variety of ways and are not restricted to a sketchbook. This allows for children's artwork to be celebrated and presented in different ways, such as; displays, social media and being shared with family members.

Unit/Lesson Structure

A Unit of Work (Pathway)

A unit of work typically incorporates the following:

- National Curriculum Programmes of Study are used, alongside our subject specific progression documents, for long term, medium term and short-term planning.
- An Artist study is used to explore techniques, meaning and content of artwork, which the children can use to inspire their own artwork.
- Retrieval of knowledge, skills and vocabulary from previous year and lesson are revisited and recalled, allowing links to be made with pre-existing schema.
- Vocabulary- a wide range of Art and Design vocabulary is to be modelled and used in context to demonstrate understanding. The vocabulary documents set out clear expectations for each year group.
- Teach and model specific Art and Design techniques, that the children are given time to refine before applying them to their own piece of artwork.
- Ongoing informal assessments through questioning, observations and outcomes are used to analyse and inform the support, challenge and next steps for the children.
- Application to a composite – children's knowledge and skills of the unit to be applied in a final piece of work.
- Evaluate – children take part in ongoing self-reflection throughout the unit culminating in a formal, constructive critique of their final artwork.

A Lesson (Pathway)

Lessons are planned from the correct Key Stage Programmes of Study from The National Curriculum and our progression documents. Teachers will be aware of the prior learning that needs to be secure from previous year groups to ensure new content can be understood. Lessons are planned sequentially, to ensure knowledge and skills are built upon.

A lesson would typically consist of the following:

- Retrieve - used to revisit and retrieve previously taught knowledge/skills.
- Shared learning objective, success criteria and unit specific vocabulary - help to set the context for a lesson.
- Teaching exposition - a variety of strategies are used to model and explore new concepts.
- Opportunities to discuss learning - children are encouraged to speak in full sentences and reinforce vocabulary in context.
- Assessment for learning (AfL) questions - used to extend and/or support learning.
- Practise/Apply – a range of opportunities to embed skills/knowledge taught.
- Scaffolded learning activities - linked to the learning objective to ensure all children achieve the learning outcome.
- Reflection – a range of techniques are employed to encourage children to think about and discuss their own learning.
- Evaluate – refer back to learning objective and success criteria. This could be at any point throughout the lesson.

These elements could be used flexibly throughout each session.

Impact

What we aim to achieve from our Art curriculum across the Children First Learning Partnership;

- Children will have a broad knowledge and understanding of a range of famous artists, craft makers and designers.
- Children will have a broad knowledge and understanding of the formal elements of Art.
- Children will be able to produce artwork that expresses emotion and individuality.
- Children will foster a passion and enjoyment for artwork.
- Children will be able to draw with confidence from observation, memory and imagination.
- Children will be able to select and use materials and techniques skilfully and inventively.
- Children will be able to select and use materials that are fit for purpose.
- Children will be independent and willing to take creative risks.
- Children will use their initiative and originality to develop their own and others artwork.
- Children will be able to reflect, talk about and improve their own work and that of others.

Assessment

Assessment within Art is based upon many sources of evidence. This will allow for judgements to be evidenced based and secure regarding what pupils know and remember in relation to our planned curriculum outcomes in all year groups. Teachers will use a variety of assessment methods which they will select carefully based upon the quality of evidence it will provide within Art and will avoid additional workload for pupils and staff.

Formative assessment takes many forms in Art

AfL

Teachers and subject leaders value the voice of the pupil. They will observe pupils carefully, question purposefully and listen and use pupil responses in all lessons and the day-to-day life of the school to adapt teaching in the moment, lesson to lesson and unit to unit to ensure learning is secure and built upon in a sequential and progressive manner. In many lessons and where appropriate, purposefully planned explicit retrieval opportunities will also be used to ensure pupils have secured component knowledge and are ready to move on and make links to previous learning.

Evidence Me

A wealth of other evidence such as practical hands-on learning outcomes, behaviours, drama, performances, and group work will also be captured on evidence me to support teacher assessment judgements. At Kingsfield First School, we value talk, practical exploration and pupil responses as a method of ensuring all pupils can access our Art curriculum and demonstrate the gains they are making simply and effectively.

Summative assessment in Art may in some year groups be available to aid the judgements teachers make about what pupils know and remember:

Pupil's work, end of unit quizzes and composite outcomes

Pupils, will where appropriate, capture their understanding, evaluate their own learning or rehearse and secure knowledge in a written form. This will be used effectively to evidence progress and avoid creating barriers to learning for any group of pupils in our school, for example due to their age or any additional needs they may have.

Teacher Assessment Judgements

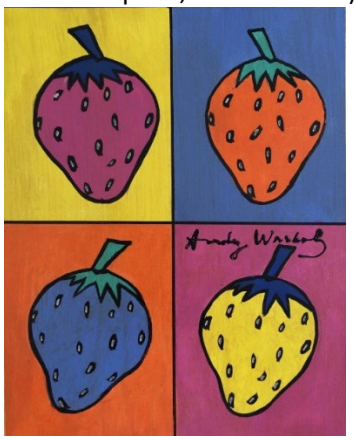
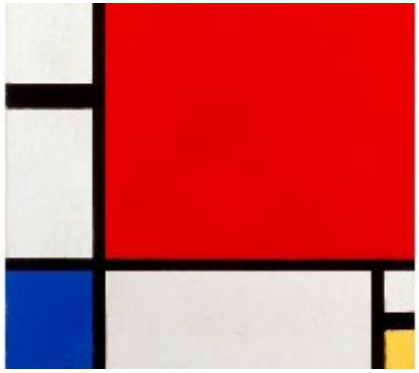
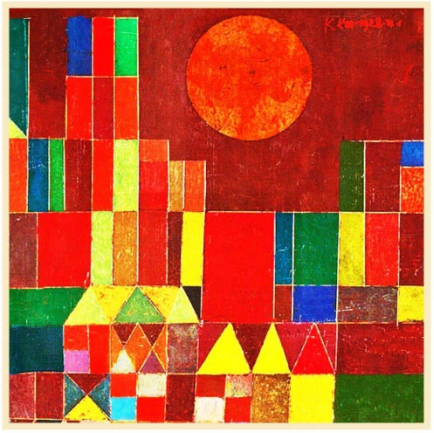
Children will be judged as meeting curriculum expectations in Art on a termly basis using evidence from the activities listed above. This judgement will be working at, below or at a greater depth within the year group/key stage unit they have completed. This will be captured on our Arbor system and used to inform curriculum design and developments, resourcing, training and leadership monitoring activities. Teacher assessment judgements in Art will be shared with parents on an annual basis via their child's annual report.

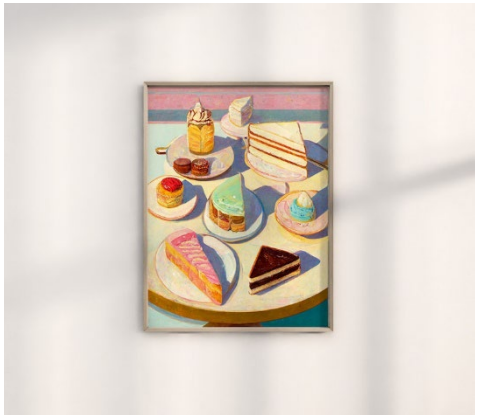
Role of Leaders

- Lead the development of Art and Design in the school, including identifying the next steps and driving the subject forward.
- Provide CPD opportunities (training, staff meetings, planning clinics, drop-ins and ongoing support) to develop staff.
- Conduct leader research to ensure the subject knowledge and understanding of the leader is up to date. This is disseminated to staff when appropriate.
- Review, monitor and feedback current practice within the subject.
- To ensure that all resources are available for each unit.

Version	Review Date	Changes Made
3	06.01.26	Date: January 26 (review and update of policy)
		Sketchbooks (Paragraph 3) Alongside the LO, labels will demonstrate clear criteria for Basic (B), Advanced (A) & Deepening (D) which will be assessed individually and highlighted accordingly.

Appendix 1 – Artist Overview

	Autumn	Spring	Summer
KS1 Cycle 1	**Drawing** Vincent van Gogh – (Sunflowers) 	**Printing** Andy Warhol (repetition, printing, inspiration for mono print, use of colour) 	**Sculpture** Lorien Stern (manipulating malleable materials, model my idea, create 3D sculpture) 
KS1 Cycle 2	**Drawing** Piet Mondrian (shape, line thickness) 	**Painting** Paul Klee (Painting -Colour & Shape) 	**Collage** Henri Matisse (mixed media collage) 

	Autumn	Spring	Summer
KS2 Cycle 1	**Printing** William Morris 	**Collage** Deborah Shapiro 	**3D Modelling (Junk Models)** Anthony James 
KS2 Cycle 2	**Drawing** Wayne Thiebaurd 	**Painting** Wassily Kandinsky 	**Sculpture** Clarice Cliff 