



# Art Policy

2026-2027



## **Vision of the Subject**

At Moorpark we enable children to 'reach' for their goals, 'explore', 'believe' in themselves and each other and therefore 'achieve'.

Through enriching, engaging and well adapted and scaffolded lessons we aim to develop excited and eager learners who are inspired to achieve beyond their expectations.

We aim to ensure that Art is embedded into the primary curriculum, providing meaningful learning experiences for all pupils.

All children will have the opportunity to take part in art lessons with their class teacher following the curriculum map.

## **Equal opportunities / Inclusion**

Moorpark ensures that all children gain equal access to the Art curriculum regardless of gender, ethnicity, ability or individual need.

A variety of teaching and learning styles are employed including visual, auditory and kinaesthetic approaches within whole class sessions, ability and mixed ability groups, pairs and individual teaching and learning in order to cater for all individual needs.

We enable all, to fully access the curriculum by making 'reasonable adjustments' to overcome any barriers.

## **Intent**

Art is taught through skill-based lessons by inspiring the children and developing their confidence to experiment and invent their own art. Where possible topics of learning are linked cross curricular to include: history, maths, geography, English and science.

The knowledge, skills and understanding are progressively built upon through each of the units: Drawing, Painting and mixed media, craft and design and sculpture and 3D. Through each unit of work the children are taught to use the five aims of national curriculum: generating ideas, using sketchbooks, making skills, including formal elements (line, shape, tone, texture, pattern and colour), knowledge of artists and evaluating and analysing.

## **Implementation**

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Adapted guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch

pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. The use of Kapow primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art in our school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

### **Assessment, Record Keeping and Monitoring**

Staff at Moorpark use the results of ongoing formative assessment to help them make informed decisions about the progress of individual children, set targets and inform planning.

#### **Formative Assessment**

Suitable tasks for assessment include:

- ❖ Observations of individuals or small groups while they partake in group activities.
- ❖ Marking against success criteria and learning outcomes.
- ❖ Questioning and discussion with pupil/s about their work.
- ❖ End of unit assessment opportunities, testing key objectives, knowledge and skills.

#### **Summative Assessment**

Using higher order questioning and thinking skills, children will identify what they already know, would like to know and afterwards what they have learnt.

#### **Monitoring and evaluation**

The subject leaders and senior leadership team take responsibility for the monitoring of the Art curriculum and the standards achieved by the pupils. Monitoring, to inform action planning and key priorities, takes the form of:

- ❖ Lesson observations
- ❖ Scrutiny of work and planning
- ❖ Formal and informal discussions
- ❖ Moderation of core subjects and cross-curricular links

### **Record keeping**

- ❖ Each child has their own art sketchbook where evidence is collected through artwork, pictures or self-evaluation.

### **Health and Safety**

It is not always possible to remove all risks and hazards, therefore, those responsible for planning, delivering and supervising art lessons must refer to the *Kapow Primary risk assessments under caution at the top of each lesson* and the school's Health and Safety File.

All teachers complete risk assessments for educational visits using the online tool . The school educational visits co-ordinator and head teacher view the risk assessments at least three weeks prior to any visit for approval by the head teacher. The local authority are responsible for the external approval of any high risk educational outdoor activities.