

Kings Road CPS



Art Policy

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Approved by	Darren Morgan (Headteacher)
Next review due by	September 2027

Excellence, in every area without compromise

What the subject lead believes

At Kings Road you will see art work created by the children in the corridors, learning areas and classroom displays. Art, craft and design embodies some of the highest forms of human creativity. A high quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. Art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.



Aims and objectives



Kings Road Primary School aims to provide equality of access to a progressive programme of study for art which follows the National Curriculum guidelines and the Early Learning Goals. Children will be able to build on their own experiences using a variety of media and tools to develop new skills and become proficient in drawing, painting, sculpture and other techniques. Children will be encouraged to develop both their ability to respond critically to works of art, and confidence in their own artistic ability. Children will use and understand colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Children will explore ideas and meanings in the work of artists, crafts people and designers and will also know how art, craft and design has shaped our history and contributed to the culture, creativity and wealth of our nation.

These will be achieved by

1. Careful planning for progress of skills from Early Years through to Year 6
2. Using a variety of teaching strategies and expertise of a skilled art teacher.
3. Enabling children to achieve at their own level and thereby increase their confidence and expectations.
4. Setting clear a clear intent for each lesson taught.
5. Being flexible and spontaneous in response to different opportunities.
6. Recording children's experiences and progress in individual sketch books.
7. Presenting children's work effectively.
8. Making full use of the resources within the school and the local community.

Art and Design Across the Key Stages

Early Years and Key Stage 1

During foundation stage and Key stage 1, art and design is about developing children's creativity and imagination through providing stimulating and enriching learning opportunities 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.



Children:

- explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, and pattern and texture to represent their own ideas and feelings;
- focus on the work of artists, craftspeople and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.

Key Stage 2

During key stage 2, 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 learning opportunities. 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.

Children:

- improve their mastery of different materials, tools and techniques and become more confident in describing and using visual and tactile elements, materials and processes to communicate what they see, feel and think;

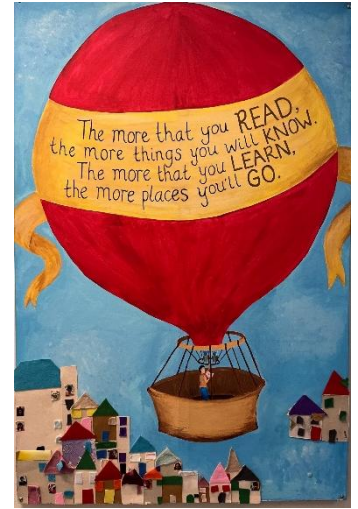
- to learn about great artists, architects and designers in history. To increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: "What is this work about?" "Why was it made - for what purpose?" "What visual and tactile elements are used?" "How are these matched to the purpose of the work?" "When and where was it made?" "What do I think and feel about it?"



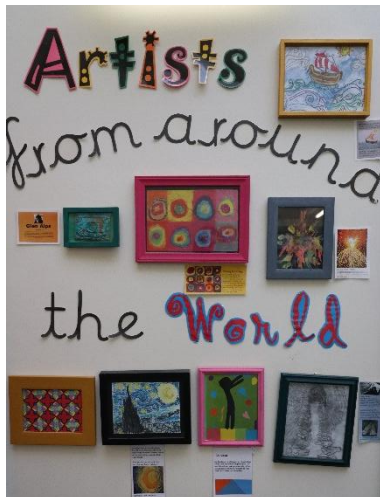
Gifted and Talented (in line with QCA recommendations for Art)

Identifying Gifted and Talented pupils: Pupils who are talented in Art and Design are likely to -

- Think and express themselves in creative, original ways (they want to follow a different plan to the other pupils)
- Have a strong desire to create in visual form (they are driven by ideas, imagination, flights of fancy, humour or personal experience)
- Push the boundaries of normal processes (they test ideas and solve problems relating to concepts and issues)
- Show a passionate interest in the world of art and design
- Use materials, tools and techniques skillfully and learn new approaches easily
- Initiate ideas and define problems
- Critically evaluate work and other information
- Exploit the characteristics of materials and processes (they use materials and processes in creative, practical and inventive ways)
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways



Enriching and extending pupils' experiences



Teachers at Kings Road should plan a carefully sequenced series of lessons that build both the breadth and depth of pupils' experiences in art, while also developing the quality of their responses and final outcomes. The curriculum is designed to ensure that learning is meaningful and relevant to the children we teach. As the majority of our pupils are Muslim, we aim to provide a curriculum that reflects and respects their cultural and religious backgrounds while also introducing them to a diverse range of artistic traditions.

To support this, teachers incorporate artists from around the world, enabling pupils to explore a wide variety of styles, materials and artistic approaches. Alongside this global perspective, we also ensure that pupils see themselves represented within the curriculum. For example, we use the work of Muslim artists to engage the children and provide relatable role models. This helps pupils make meaningful connections between their own lives, their faith and culture, and the wider world of art.

Evaluating and Developing work

Kings Road will achieve this by helping children to recognise that there is no one right or wrong interpretation or representation; by considering alternative solutions; by reflecting on the approaches of others and making connections between their own ideas, the context of their work and the diversity of art, craft and design from different times, places and cultures.



Continuity & Progression

Progression throughout the art curriculum is highlighted really well at Kings Road due to each individual child having their very own art sketch book. This begins in Year 1 and leaves with the pupil in Year 6. Children are encouraged to look back at previous skills/knowledge and are supported to should be encouraged to achieve their own level and thereby increase their confidence and expectations. When planning, teachers should set high expectations and provide a variety of exciting and stimulating opportunities for all pupils to achieve and build upon key skills such as drawing, painting, weaving, sculpture and printing. Continuity through the key stages will be achieved by following National Curriculum progression of skills and medium/long term planning. Continuity will be monitored by the art, craft and design coordinator through book looks, lesson observations and pupil and staff voice.



Assessing Art

Teachers will assess pupils' progress through observation, discussion, and evaluation of their sketchbooks and final pieces to ensure that skills, knowledge and understanding are developing over time.

Alongside the development of practical skills, teachers must also ensure that pupils are exposed to and use the appropriate subject-specific vocabulary. An updated vocabulary progression list has been developed this

year and teachers should refer to this within each key stage to support the consistent teaching and development of artistic language. This ensures that pupils gradually build their understanding of key artistic terms and are able to confidently discuss their ideas, techniques and the work of artists.

By the end of Early Years children will have been exposed to a variety of different artists, exploring and recreating art, used a variety of painting techniques and use of pencils skills to further develop their fine motor skills.

By the end of Key Stage 1, children should have developed a secure foundation of basic artistic skills and techniques, as well as an emerging understanding of key vocabulary related to materials, processes and visual elements. This provides a strong base for further development in Key Stage 2.

By the end of Key Stage 2, pupils should demonstrate a broad range of artistic skills, techniques and knowledge. They should also be able to use a wider and more sophisticated range of art vocabulary to evaluate their own work and the work of others. This progression supports pupils in developing confidence, creativity and the ability to articulate their artistic thinking, providing them with valuable skills that may support further study or future employment in creative fields.



Inclusion of SEND, PP and Disadvantaged pupils

Our aim is to create an inclusive and inspiring Art Curriculum that values diversity, encourages curiosity and creativity, and enables pupils to appreciate both their own cultural identity and the rich range of artistic expression found across different cultures and communities. This approach is particularly important for disadvantaged pupils and those eligible for Pupil Premium. Many of these pupils may have fewer opportunities outside of school to access galleries, creative workshops or a wide range of cultural experiences. Through our curriculum, we aim to broaden their cultural capital by exposing them to a rich variety of artists, techniques and artistic traditions. At the same time, by ensuring that the curriculum reflects the lived experiences and backgrounds of our pupils, we support disadvantaged learners to feel valued, represented and motivated in their learning.

Resources

Each Key Stage has an Art stock cupboard. Key stage 1 room is opposite (2HW) and Key stage 2 is upstairs near KM office. The coordinator will discuss with staff when resources need ordering and replenishing each term. Each class is provided with paints, brushes PVA, paper, scissors and pallets. There is a key for each of the cupboards which hang at the top of the door frame. Please ensure these are locked afterwards.

Review

This policy will be reviewed annually by staff and governors.

Date of Next Review

September 2027