

INSPIRE

INCLUDE

INTEGRITY

EXCEED

Art Policy V2

Sheep Dip Lane Academy

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Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Version Control

Version	Revision Date	Revised by	Section Revised
V1			All sections – revised document
V2	January 2025		New Policy Cover

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1. Purpose

1.1 We believe that all pupils at our academy should have access to a high-quality Art and Design curriculum that is planned to engage, inspire and challenge children to develop their understanding and abilities, equipping them with the knowledge, skills and confidence to experiment, explore and create their own pieces of art. Over time we want our children to develop skills and knowledge in which they can apply themselves through a range of media. We display pupil outcomes in Art within our learning environment to show the process children have gone through within their learning and to allow children to know their efforts are appreciated and valued.

1.2 In order for the successful implementation of our Art policy, children should across the academy have the opportunity to develop their knowledge or Art and the style of key artists, a range of skills progressively and have opportunities to use a wide variety of media. The outcomes we want our children to produce should be a balance from observation, to record key experiences and to also work imaginatively.

At Sheep Dip Lane Academy we expect all staff to adopt the following principles and use these consistently within their teaching and learning of Art.

2. Intent

2.1 At Sheep Dip Lane Academy, we have designed a curriculum for the arts with the intent that our children will, from the early years, develop a sense of creativity, self-expression, excellence and high attainment.

The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements. The substantive knowledge within these elements is progressive from Nursery to Year 6 and builds essential knowledge vocabulary. Substantive knowledge is also the knowledge of known artists/designers, their style and period of art. Purposeful and natural links to other elements of art and design/artists and designers as well as other subject areas are identified in order to connect essential knowledge.

Substantive Knowledge in art is based on the knowledge of the 7 elements of art. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art.

These are:

7 Elements of Art : · line · shape · colour · form · value · texture · space

7 Principles of Art : · balance · contrast · emphasis · pattern · rhythm · variety · unity

Disciplinary Knowledge in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied, when relevant to our learning lenses- Identity and Social Justice; Power, Leadership and Invasion; Sustainability and the Impact on our World.

Each pupil will;

- experience a broad, balanced arts curriculum, with an emphasis on the development of understanding and skills in art and design, creative dance, music and drama.
- experience the arts through other areas of the curriculum.
- be given a wide range of opportunities to express themselves creatively.
- be given the opportunity to develop skills and interests in out of hours learning.
- begin to develop awareness of the emotional impact the arts have on themselves and on an audience.

We will deliver a curriculum that;

- Exposes all children to the arts, giving them a chance to experience, and participate in a range of creative activities and events.
- Allows our children to experiment in a 'safe' environment where there are no 'right' or 'wrong' results, thus, both self-expression and self-esteem may be enhanced.
- Gives children entitlement to a wide range of experiences in the arts as part of and in addition to the curriculum.
- Gives children the opportunity to explore, develop and communicate their personal, aesthetic response to experience.
- Develops their knowledge and skills within a wide range of art activities.
- Introduces them to an appreciation of the arts that will last a lifetime.
- Develops their appreciation of the diverse cultural heritage within the academy and local community.
- Helps them make personal interpretations of what they have experienced.
- Encourages children to express themselves creatively using a wide range of media and situations.

See the overview and progression in Art here: [Art progression and curriculum intent](#)

3. Implementation

3.1 Art is taught either weekly or blocked to give more time to work on a particularly project or piece of learning. This is at the discretion of the class teacher and subject leader.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. In KS2 we use sketchbooks as a tool for practising skills, analysing artists' work and reviewing and evaluating our own art work. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

The art and design sketchbook can be used to;

- Practise skills, e.g. drawing techniques such as shading or drawing from different viewpoints.
- Collect ideas from a visit – recording first hand observations or adding particular works that interest them on a visit to an exhibition or museum for future reference.
- Collect pictures/samples from the internet, magazines, cards etc.
- Store photographs.
- Collect samples of materials, fabrics and textures.
- Show colour strips from colour mixing.
- Evaluate their own work and work of other artists.
- Store samples of work (these may be stuck in)
- Record ideas and thoughts in writing.
- Research, collect information and include personal comments about the work of other artists.

3.1 **Progression and schemes of learning**

In addition to this policy please refer to the academy progression document overview and phase schemes of learning: EYFS Nursery and Reception, KS1 Y1 and Y2, LKS2 Y3 and Y4 and UKS2 Y5 and Y6.

See the overview of artists studied here: [Artist studied mapping](#)

4. Impact

4.1 At Sheep Dip Lane Academy, our Art curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

5. Learning Intentions and Key Knowledge Component/Assessment Criteria

5.1 Marking is undertaken in accordance with the learning intention and steps to success/key knowledge

components. Where appropriate we mark with the pupil present. The teacher then can refer back to each lesson's bookwork, evaluate a pupil's understanding through questioning and recall at the end of a unit key knowledge and evaluate the pupil's main piece/s outcomes. The teacher summative assessment is record each term and then evaluated to form an end of year outcome to be reported to parents and carers, leaders and LGB annually.

6. Inclusion

The academy aims to encourage all pupils to reach their full potential through provision of varied opportunities and adaptations to ensure that all pupils are immersed in the curriculum knowledge and supported to ensure they acquire the disciplinary aspects.

All children will be given equal access to art and design irrespective of social class, gender, culture, race, disability, or learning difficulties. Respect and tolerance for all cultures will be promoted through the study of history.

Date of Policy

July 2025

To be reviewed July 2028

Signed: Principal



Signed: Governor / Chair of Governors

