



Cockerham Parochial C of E Primary School

'Where a love of learning grows'
'I can do all things through Christ who strengthens me'
Philippians 4.13

Art Policy

Updated: August 2026
Review: September 2028

Our vision

At Cockerham Parochial C of E Primary School we strive for excellence and enjoyment in education by providing a caring, positive and safe environment where all are valued and respected as individuals. We endeavour to enable every child to reach their full potential, ready for their next steps, whilst embracing and growing in their love and understanding of the Christian faith and values.

Introduction

At Cockerham Parochial C of E Primary School we are committed to providing all children with learning opportunities to engage in art and design.

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding, pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Art and Design at Cockerham Parochial C of E Primary School supports pupils to become confident, curious and reflective artists. Pupils are encouraged to experiment, take creative risks, learn from mistakes and develop their own ideas rather than simply reproduce a model. The curriculum celebrates individual responses while developing secure knowledge and technical skills.

Aims

- To enable all children to have access to a varied range of high quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- 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 and understand the historical and cultural development of their art forms.
- 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 produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To enhance children's aesthetic awareness, ability to value the contribution made by artists, craft makers and designers and respond critically and imaginatively to ideas, images and objects.
- To develop pupils' ability to use sketchbooks and other forms of recording to explore, refine and communicate ideas.

- To develop an understanding of art, craft and design from a broad range of cultures, periods, traditions and communities, including local artists and creative practitioners where appropriate.
- To enable all pupils, including pupils with SEND and those who require additional support or challenge, to participate meaningfully and make progress in Art and Design.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Curriculum

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

The curriculum provides regular opportunities for pupils to revisit and build upon prior learning. Knowledge and skills are developed progressively so that pupils increasingly work with greater independence, control, experimentation and intention. Art is also used, where meaningful, to strengthen learning across the wider curriculum and to help pupils make connections between subjects.

Early Years

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.

This learning is supported through the Early Years Foundation Stage areas of Expressive Arts and Design and Physical Development. Children are encouraged to explore materials freely, develop and refine their ideas, use tools safely and appropriately, talk about their creations and respond to the work of others.

Key Stage 1

Pupils will be taught:

- to use a range of materials creatively to design and make products relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.
- 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.

Key Stage 2

Pupils should 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.

- 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.

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

Pupils are increasingly expected to explain artistic choices, select appropriate materials and techniques, refine their work in response to reflection and feedback, and use subject-specific vocabulary when discussing processes and outcomes.

Progression and Continuity

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good

examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Progression is supported through clear expectations for drawing, colour, painting, printing, collage, sculpture, sketchbook practice and evaluation. Teachers consider pupils' starting points and prior learning when planning units so that new learning builds upon what pupils already know and can do. Children are given opportunities to revisit techniques rather than treating skills as one-off activities.

Art and Design Curriculum Planning

At Cockerham Parochial C of E Primary School art is taught using our adaptation of the AccessArt mixed year group split curriculum. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each combined year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term and across the school. We chose to specialize in the following areas of Art and Design: drawing, collage, sketchbooks, printing, painting and sculpture.

Planning also identifies opportunities for pupils to encounter a range of artists, craftspeople and designers and to make links between artistic practice and the wider curriculum. Where appropriate, local heritage, the natural environment, seasonal change, the school community and the Christian character of the school are used as meaningful contexts for artistic learning.

Digital technology may be used where it enhances the learning intention, for example to research artists, record processes, manipulate images, explore digital art or document work. Digital tools complement rather than replace practical experiences with physical materials.

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Assessment focuses on both the creative process and the finished outcome. Teachers consider pupils' developing knowledge, control of materials, use of techniques, ability to develop ideas, use of sketchbooks and ability to evaluate and respond to artwork. Assessment should inform future teaching and identify pupils who need further practice, support or challenge.

Assessment and Recording

At Cockerham Parochial C of E Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Teachers use ongoing formative assessment during practical work and discussion. Where appropriate, pupils' sketchbooks, finished pieces, photographs and teacher observations provide evidence of progress. Assessment is not intended to restrict creativity or create unnecessary workload; it is used to support teaching and celebrate pupils' development.

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 and for a period of time displayed in the school display cabinet in the entrance foyer and then they are collated by the subject leader. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

Monitoring also considers curriculum coverage, progression in knowledge and skills, inclusion, the quality and range of pupils' work, access to resources and pupils' attitudes

towards Art and Design. Pupil voice may be used to identify pupils' enjoyment, confidence and understanding of the subject.

Roles and Responsibilities

The subject is led by Mrs Brucciani as the lead member of staff and Miss Wragg as the curriculum support, a teaching assistant and a governor. Each term time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

The subject leader is responsible for supporting staff with curriculum planning, identifying professional development needs, monitoring the impact of the curriculum and ensuring that appropriate resources are available. Staff are responsible for delivering the planned curriculum, adapting teaching where necessary and contributing to assessment and monitoring.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.

Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople and have the opportunities to consider the awe and wonder of God's creation.

Art also provides opportunities for pupils to consider identity, belonging, fairness, difference, human creativity and the relationship between people and the natural world. Pupils are encouraged to respond respectfully to viewpoints and artistic traditions that may differ from their own.

Inclusion, SEND and Accessibility

Art and Design is an inclusive subject in which pupils should be enabled to participate and achieve regardless of ability, need or circumstance. Teachers adapt materials, tools, processes, groupings, instructions, recording methods and expected outcomes where necessary. Pupils may be supported through modelling, visual prompts, adapted

equipment, additional adult support, alternative ways of recording ideas and appropriate sensory considerations. Where pupils demonstrate particular strengths, they are given opportunities for greater independence, experimentation and challenge.

Health, Safety and the Environment

Teachers model safe and responsible use of tools, materials and equipment and ensure that pupils understand relevant safety expectations before practical activities. Risk assessments are undertaken where required, particularly for unfamiliar equipment, off-site activities or activities involving materials that require additional controls. Resources are stored safely and pupils are taught to care for shared equipment and their working environment. Where practical, the school encourages the responsible use and reuse of materials, reducing waste and making thoughtful choices about resources.

Resources and Training

There are a wide range of resources to support the teaching of art and design across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some other equipment, including specialist books are kept centrally in the newly revamped resources room. Visits are planned, where appropriate, to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of art are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the church and local community. AccessArt and the training it provides on the units we teach can be accessed using the usernames and passwords given to the teaching staff. Support staff involved in art lessons are also given training by the teachers before the sessions. The Subject leader has given all staff access to the shared.

Resources are reviewed regularly to ensure they remain suitable, safe, accessible and sufficient for the planned curriculum. Where possible, resources are chosen to provide breadth of experience while avoiding unnecessary duplication and waste.

Take One Picture Project (Updated July 2026)

Take One Picture is our national programme for primary schools, which aims to inspire a lifelong love of art and learning. Every year, the National Gallery take one picture from the collection to inspire cross-curricular work in primary classrooms.

Activity around each focus painting takes place in four stages:

- Stage 1: Planning your project

- Stage 2: Working on your project
- Stage 3: Submitting your project
- Stage 4: Celebrating your project

The annual programme finishes with the National Gallery showcasing children's artworks, celebrating their creativity and responses to the focus painting. Celebrations can take place in a number of different forms and locations – at the Gallery, online and around the country. 2026 is our first time working on this project. In 2025, we worked on a project linked to how the children view Jesus. In 2024, we ran an inspired by art project linked to Van Gogh's Starry Night.

Participation in Take One Picture will continue to be reviewed annually and used where it provides meaningful opportunities for cross-curricular learning, artistic development and pupil engagement.

Review and Evaluation

This policy will be reviewed in September 2028, or earlier if there are significant changes to statutory guidance, the school curriculum, resources or the organisation of Art and Design within school. The subject leader will consider monitoring evidence, staff feedback, pupil voice and curriculum developments as part of the review.

Policy Approval

Signed: Mrs J Brucciani Date: July 2026

Signed: Mrs K Hutchins Date: July 2026

Signed: Mrs L Brookbanks Date: July 2026