



# ART Policy

Name of school	Richmond Hill Primary
Date of policy	15/04/2026
Member of staff responsible	J Barton
Link Governor	T McRea

## Rationale

At Richmond Hill Primary School we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake, Children’s Laureate

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers.

Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. We follow the National Curriculum for Art and Design, supplemented by resources from Kapow and our own planning. We teach the compulsory strands of drawing, painting, mixed media, sculpture and 3D, as well as craft and design. Our progression document has a focus on the children knowing more and remembering more as they progress through school

## Aims

At Richmond Hill Primary School we aim to offer opportunities for children to

- Foster an understanding and enjoyment of art, craft and design and provide opportunities for studying contemporary, modern and traditional art.
- Celebrate and explore the work of artists from around the world, analysing and discussing their work to develop their artistic vocabulary.
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- Experience a broad and balanced range of art activities and show progression within these experiences
- Show development of ideas and their own skills through the use of a sketchbook
- Develop use of a range of tools, media and processes
- Through art, extend and enrich other curriculum areas



### **Role of the Subject Leader** The role of the subject leader is to;

- Advise and support staff in planning teaching and learning of art
- Use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- Audit art resources, ensuring they are readily available and well maintained
- Keep up-to-date on the use of Art in the curriculum
- Promote art throughout the school e.g. organise an art day during the summer term
- To monitor use of the sketchbook throughout the school

### **Differentiation**

The teaching of art and design needs to consider the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

### **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

### **Assessment**

The children's work is assessed through informal judgements, made through observations during each art lesson and compared against the success criteria. The children are presented with questions to help guide their thinking and to provide them with the opportunity to reflect upon the lesson and the knowledge they have gained from it.