WESTFIELD PRIMARY SCHOOL

Art Policy

This policy was updated by M McAteer

November 2025

Review date: November 2026

INTRODUCTION

Art is a source of inspiration, enjoyment and fulfilment. It provides contexts in which children learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity. This area of learning makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working as artists and designers they are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts.'

The purpose of this policy is:

· To outline the Purpose, Nature and Management of the Art taught in our school.
· To provide support for the non-specialist teacher.
· To provide a framework for a whole school approach
· To inform parents and governors about the teaching of art.

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all Westfield Primary children to:

- become successful learners who enjoy learning, make progress and achieve
- become confident individuals who are able to live safe, healthy and fulfilling lives
- become responsible citizens who make a positive contribution to society.
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design

Essential knowledge

At Westfield we believe children should build secure knowledge of the following:

a. how creative ideas can be developed in response to different stimuli and imaginative thinking
b. how different art forms communicate and evoke moods, thoughts and ideas
c. that designing, creating and performing require discipline, control, technique and practice
d. how and why people from different times and cultures have used the arts to express ideas and communicate meaning
e. that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed.
f. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key skills and Rationale

Children are given opportunities to gain the skills that they need to learn to make progress. These skills include:

KS1

a. to use a range of materials creatively to design and make products
b. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
c. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Art in EYFS is based on exploration and experimentation.

Expressive arts and design involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art. Cross-curricular links are made to really bring the expressive nature of this subject to life.
Exploring and using media and materials: children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

Children in the Early Years are encouraged to explore and use a range of media and materials whilst also developing their creativity, imagination and critical thinking.

EYFS- Rationale specific to skill/knowledge progression – see overview of subject for more detail.

Drawing

They are beginning to experiment with line and form in drawing/sketching which will move them on to experimenting with different lines and thickness of lines in Year 1.

Colour

They are experimenting with different primary colours and learning the names of different artistic tools. This is to prepare them for Year 1 where they will be learning more about secondary colours.

Texture

They are handling, manipulating and enjoying using different materials.

Form
They are experimenting, building and destroying. This will allow them to construct, add detail/carving in Year 1.

Printing
They are printing with a variety of objects so they can go on to making patterns in Year 1.

Pattern
They are observing patterns and making their own patterns, beginning to look at irregular patterns and symmetry on paper.
They will move on to discussing and repeating patterns in Year 1.

Rationale behind content and focus-

Children are exposed to influential work from an early age.
This is built on each year as children advance through the year groups.
Experimentation of colours and how these bring about moods/feelings in pictures are discussed and replicated. Children associate different colours with different times of year – autumnal colours – Quattro Stagioni – Tate Modern replica.
This will prepare them for their learning in Year 1 - looking at line form and thickness of lines in their art work. The work of Monet and Matisse will have the children prepared for colour mixing later in Year 1 and 2 – to get the desired effects. Exposing children to different shades of paint.

Monet, Matisse, Quattro Stagioni – Tate Modern.

Year 1 ***- Rationale specific to skill development – see overview of subject for more detail.***

Drawing
Children are experimenting with line and thickness so they can begin to experiment with different pencil grades in Year 1/2.

Colour
Children have experimented with colour/primary colours in EYFS – now they are building on the names of primary and secondary colours. This will prepare them for the mixing of secondary colours in Year 2.

Texture
In Reception, chn have had experience of handling, manipulating and enjoying using different materials. Now they are moving on to cutting, rolling and coiling different materials – 3d model of a turnip.

Form
Adding more defined detail – carving different materials – building on experimentation with different materials in EYFS.

Printing
Printing of different images on paper – they will move onto different forms of printing later on. Basics before moving on to IT printing.

Pattern
Discussing and repeating patterns focus in Year 1.

Rationale specific to content.

In Year 1, children are continuing to build on their knowledge and exposure to famous artists and their work. They are becoming aware how moods are created in paintings – choice of colour for effect – Paul Cezanne work – how to develop shades and shadows in painting.
Mood creation whether through choice of colour or types of paint/pastels used in a developing theme throughout the school. Later in KS2 children will be confident or have mastered - what choices an artist makes for what effect – allowing chn to make their own judgements.

Moving on to self-portraits in summer.
With focus on facial expressions and how people feel in paintings.
Again, chn are building on their opinions of expressions/introducing them to proportion and how this affects how someone may interpret the feelings/expressions – sad or happy.
Building blocks for KS2.
Look at the Mona Lisa for inspiration. Then moving on to sketches of a famous monarch.
In year 2, they look into the style and approach of different artists in greater detail.

Rationale specific to skill development.

Drawing- chn are choosing and experimenting with different grades of pencil – they have experimented with thickness of lines in Year 1.

Colour- building on their previous knowledge of primary and secondary colours in Year 1. Chn are now introduced to mixing different colours to create different shades/creating tints.

Form- chn have been exposed to experimentation/building/construction of different forms – now children need to be introduced to connecting or manipulating different forms- IT superhero.

Year 2 - Rationale specific to skill development – see overview of subject for more detail.

In Year 2, children are now becoming more confident in discussing their work and the work of other children. They should now be able to discuss vaguely what techniques an artist has used to get the effect in their work – artists with different styles – comic style sketching – Marvel Comics illustrators.
Jack Kirby.

They should be able to attempt to replicate a famous art piece of an artist. This will be further developed in YR3-4, mastered in YR5-6.
This will give the children the foundation they need to further their language and discussion of different techniques and artists' work in LKS2.

In Year 2, children are continuing to build on their knowledge and exposure to famous artists and their work.

Mood creation whether through choice of colour or types of paint/pastels used is a developing theme throughout the school. Later in KS2 children will be confident or have mastered what choices an artist makes for what effect – *allowing chn to make their own judgements.*
They have been introduced to mood/expressions/feelings created from paintings and sketches in year 1.
These will be further developed in KS2.

Now they looking into why artists have chosen certain colour, pattern and shapes for effect – superhero sketching – motion in sketching- again all elements that are stepping stones for KS2 art work.

KS2

Building on their skills from KS1, the children will be able to:

a. create sketch books to record their observations and use them to review and revisit ideas as well as to explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media
b. improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], working in two and three dimensions and using ICT to explore line, shape, form, colour, texture and pattern
c. present, and display for a range of audiences, to develop and communicate their ideas and evoke responses
d. use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

2025/26: *LKS2 (Years 3 and 4) have a specialist art teacher every Wednesday to deliver the medium-term plan. They also receive an additional art session during the alternate half-term, with a specific focus.* Marie McAteer discusses, plans, and guides the specialist teacher to ensure that coverage strengthens key elements of art.

Year 3 ***- Rationale specific to skill development – see overview of subject for more detail.***

Chn are using their sketchbooks to review their previous work and to revisit certain skills they want to improve. This builds on the independent nature of art – preparing them for UKS2 - always improving and changing and readapting sketches.

Drawing- chn can independently use their sketchbooks to practise different line and forms – sketches. They should now be able to show facial expressions in self-portraits with somewhat accurate proportion.
Using their pencil to gain greater detail – shading and toning.

Colour- focus in LKS2 is brushwork with primary and secondary colours- how to gain different effects with a brush stroke.

Texture- chn are experimenting with different materials – know how some materials affect how the paint is applied to the surface.

Printing- know how to use digital images – building on their previous knowledge from Yr 2.

Pattern- how can chn describe what can be seen – building on the vocabulary from KS1. Pattern – brushstrokes.

Rationale specific to content and artist focus-

Children have been exposed to mood, expression in art, tones that bring warm tones/happy feelings and colder/blue tones in KS1.

Mood creation whether through choice of colour or types of paint/pastels used is a developing theme throughout the school. Later in KS2 children will be confident or have mastered what choices an artist makes for what effect – *allowing chn to make their own judgements.*

They have looked at Mona Lisa in Yr 1 – looking at how mood in interpreted in art – they are now beginning to show mood in their own work.
Why colours have been chosen for this effect? Looking at ancient artwork of Egyptian period – making connections- comparisons between different artwork of different periods of time.

> Chn have been exposed to expressions and moods created in KS1. Now they are studying in more detail and trying to replicate this in their own finished piece. Can they create a background in their portraits?

Year 4 - Rationale specific to skill development – see overview of subject for more detail.

Drawing- chn are using their sketchbooks to get proportion of facial awareness – they have been introduced in Yr 3 to proportion – now to use sketchbooks to perfect this. So chn can confidently move into perspective in UKS2.

Colour- chn are using different types of paint to gain different effects and associating with famous artists' styles – watercolours- Turner.

Texture- they are handling, manipulating and enjoying using different materials.

Form – chn are experimenting with sculpture form – how to sculpt.

Chn are building on their vocabulary as they move through the year groups.

Looking at mosaics from Roman era – what makes these so famous? Make links with arts and crafts – the skill involved in making these artistic creations.

Looking at patterns – recreating individualised patterns – in Yr 5 – they will be building on this skill.

Rationale specific to content.

Building on their understanding of features of art from different historical periods – making connections between Egyptian/Roman/Tudor style artists. Building on previous coverage of work in Y3.

Mood creation whether through choice of colour or types of paint/pastels used is a developing theme throughout the school. Children will be confident or have mastered what choices an artist makes for what effect – *allowing chn to make their own judgements.*

Developing understanding of mood creation across still-life and self-portraits – choice of colour.
Turner- and his atmospheric tones – what colour choices create this mood/atmosphere?

UKS2-

Year 5 - Rationale specific to skill development – see overview of subject for more detail.

Drawing- chn are building on their exposure to shading in LKS2. Shading and toning techniques should now be creating moods and movements in sketches. Expression and moods in their sketches should be created – either by choice of tool or colour. This will be mastered in YR6.

Colour- chn have been exposed to colour choice since EYFS – they've experimented/named/mixed/blended colours to get the effect they want. In Yr 5, they are beginning to master this skill – choosing colours to create a mood or atmosphere. Chn need to understand how different prints and colour choices create certain moods, building on their vocabulary as they discuss and observe. Norse art has a certain style/pattern/colour.
Understand how different background colour effects the outcome of the art piece – black background – prints from space.

Texture- they are handling, manipulating and enjoying using different materials – looking at the different materials used in Norse art – making links with patterns and textures.

Pattern- chn have worked with pattern in art from as early as EYFS. They are now, independently, observing patterns in Norse art – the interweaving and carving – making links with other periods of time. Replicating the style used in that period.

Rational specific to content.

Chn have been exposed to different print styles all the way up to UKS2. They are now using this knowledge to create their own print – making choices of colours and backgrounds to add to the overall effect they are trying to achieve – black background – with pastels – replicating space art.

This will prepare them for Yr 6 when they move on to overprinting.

Year 6 - Rationale specific to skill development – see overview of subject for more detail.

Drawing- having had experimentation, exploration of artistic tools beginning in EYFS and all the way through L&UKS2 – chn should be confident in naming/using and explaining why they are using certain tools and what effect his has on their artwork overall.

Printing – Year 6 children are developing this skill from Year 5. In Year 5, the children create an accurate print and develop this into an overprint in Year 6.

Colour- chn are choosing/mixing/blending their choice of colours/paints for the individualised effect they want to create. Chn by now should be independent and confident in using colour choice for mood creation etc

Texture- chn are adapting and choosing their utensils carefully to create certain textures in their artwork.

Form- sculpting techniques are confident now – altering shape and adjusting overall form to individualise pieces.

Children by now should have mastered the techniques used in art – they should be confident in discussing different forms of art using the vast vocabulary they have built on over the years, from the experimentation side of art in EYFS, acquiring the skills needs to create an art piece that they can be proud of.

Rationale specific to content.

Mood creation and interpretation has been developed all the way through from EYFS. In YR 6, children are using their understanding of mood creation (from yr4-5) and interpretation to reflect a certain mood in their work from a particular artist/style (LS Lowry). In Year 4 they learn to create mood, in Year 5 they present mood though shading and in Year 6 they reflect on the mood presented in the art work.

Chn are choosing colours and tools to reflect that mood on paper. Chn will be confident in discussing and understanding why Lowry chose certain colours in his work for that specific period in time (Wartime).

Chn are focusing on sculpture in YR 6 – looking at the techniques used and for what effect – from different periods in time.
Greek sculpturing and contemporary works of modern sculpturing.

Having explored different patterns and styles of sculpture/crafts in YR 5 (Norse Art). Chn now studying and replicating a style from a period in time – mastering the techniques of sculpturing. Discussing what finishes to use to get the desired effect (use of acrylic gloss paint – to get the contemporary look – Jonathan Clarke style).

Whole School Art Displays and Resources

All children have access to the art curriculum and will be encouraged to develop their creative and technical skills to the best of their ability. Children who show particular talents and greater imaginative and creative abilities will be given more challenging tasks. Some aspects of Art are taught as discrete subjects but cross-curricular links will be emphasised as much as possible as the school moves towards a more creative curriculum.

Each year group have developed their art units of work based on the requirements of the National Curriculum (Sept 2014) and in support of the termly topics for each year group. As well as class work, children will work individually and as part of a group in an atmosphere where creativity and experimentation are as important as the end of product. All staff support the delivery of the curriculum. Pupils will be gradually introduced to a range of materials and techniques including drawing, painting, sculpting and modelling, printing and using textiles, film and photography, graphics, and video and photo-editing software, so that they may be given time to explore the potential and limitations of each. Pupils will be taught specific skills and techniques so that they have a starting point on which to develop their own creativity. These skills are built on and connected to each year group, as they advance up the school. Links are made with previous work/artists that they have studied. Pupils will work from direct observation as well as from memory and imagination. Each art unit of work will begin with a focus on a relevant great artist, craft maker or designer. The subject overview and skills progression map show the links and depth of the content, focus and specific skills.

Art materials and tools are stored in the art cupboard/s in Da Vinci's Den; under the middle staircase, paper and collage materials are stored in the paper cupboard opposite the library. A variety of collage, paper, junk material, threads and cloth material as well as a variety of paints, pencils, charcoals and pastels are kept in these resource areas. Resources are reviewed and added to as often as financially possible (usually termly). Consumable art materials are checked regularly and orders placed as necessary. The

range of materials that the children have access to will continue to grow and develop alongside the school's curriculum topics, celebratory days throughout the year.

Children's artwork will contribute to make creating and stimulating displays – Diversity Week celebrates children's work. Art work is changed regularly (termly) and will help create a positive and inspiring environment from which children can derive a sense of pride and achievement.

Mrs McAteer is the Creative Arts Lead and gives support to staff in the delivery of the curriculum. All staff have opportunities to access training for their CPD.