



## Great Binfields Primary School “The Arts” Policy

This policy supports and underpins the thriving and exciting work in the Arts, which we hope can be seen to enrich our school community on a daily basis. It is a statement of the school’s commitment to the Arts and the creative educational development of all our pupils – irrespective of ability, gender or cultural background.

At Great Binfields Primary, we believe that Art is a vital and integral part of children’s learning and also positively impacts wellbeing and happiness. This area of the curriculum provides them with opportunities to develop a range of ways in which they can share and express ideas or feelings leading to more independent thinking and creativity. It also allows children to initiate their learning and take risks. Moreover, it encourages children to build a natural sense of wonder and curiosity about the world around them, linking strongly to our values.

As a school we aim to engage, inspire and motivate children, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art and design. Children are encouraged to think innovatively through exploration and experimentation. They will investigate and evaluate a wide range of creative outcomes from the past and present to develop a greater understanding of the many disciplines within art and how they shape our history and future.

### **Aims**

*Ensure pupils engage with a variety of artforms, to explore values, attitudes, feelings and meanings:*

- Provide an arts curriculum of quality, range and depth, including arts from varied diverse cultures using the 2014 National Curriculum Outcomes.
- Provide opportunities for cross curricular learning and wherever possible giving The Arts a real-life context.
- Provide and signpost to stimulating and varied extra-curricular activities.
- Provide opportunities to develop growth mindset, self-esteem, confidence and self - compassion through participation in the arts.
- Ensure that the Art Lead has access to regular CPD to refresh their creativity and this is disseminated with staff.

*Help pupils to develop a life-long interest and appreciation for the Arts – encouraging an active and in- dependent involvement in cultural opportunities.*

- Give all pupils the opportunity to work alongside professional artists.
- Encourage all pupils to share their Arts Activities within the community.

- Give pupils the opportunity to exhibit work and take part in performances at least once a year.

## **The Curriculum**

Great Binfields Primary School firmly believes that The Arts are central to the educational success of its pupils. Through The Arts, pupils gain in confidence and self-esteem. They learn to work both as team members and independently. They learn to express their emotions - to celebrate and respect our school's rich cultural heritage. The skills of each subject are taught using cross curricular links, aiming to consolidate learning across the school but providing a topic base that is relevant and appeals to the interests of the class. We aim to make access to the arts subjects, equal for all our pupils regardless of need or ability.

### **EYFS:**

Planning is matched to age and stage appropriate curriculum. Art skills are adapted to match key areas of Expressive Art and Design, with children building on their knowledge of drawing and exploring different mediums. The provision includes individual and small group work, and a balance between guided interaction with direct teaching and child led activities. In the moment planning allows the teachers to tailor individual next steps, based on assessments, into the environment and play-based activities for the children.

### **Y1-6:**

Art is taught weekly for in depth study. Teachers plan from the National Curriculum objectives alongside the school's Progression of Skills map. Each year group has a long-term plan which is used in collaboration with a medium-term plan, which outlines the learning objectives to be taught. This is a progressive cyclical learning approach where learning is revisited over the course of each Key Stage, deepening their understanding each time. Each unit of the learning journey is central to the teaching and this is made clear to the children. This will incorporate all the skills they will be learning within the unit; therefore, children are able to understand how one lesson builds on another within the journey. By presenting our learning in this way, and allowing children the opportunity to deepen their understanding, children have opportunities to explore different mediums for creating art, drawing on historical and current artists for inspiration and understanding how different cultures and periods in time influence what art is created. Cross-curricular links are made to subjects such as History, RE and Geography.

We develop children with the following essential characteristics to help them become artists:

- Provide key vocabulary and an understanding of the different techniques used.
- Develop the skills to experiment, invent and create their own pieces of work.
- Explore and practice techniques taught through 'trial, error and refine' (Austin's butterfly) using their sketchbooks.

### **Entitlement at Foundation Stage**

Creative Development is one of the key areas within the Early Years Curriculum. Opportunities for music, art, drama, role play, design and technology and dance are planned for each week through cross curricular themes as well as child-initiated learning.

### **Entitlement at KS1 (per week):**

- Art and Design is taught for 1 hour a week and through workshops and Creative Days/ Weeks.

### **Entitlement at KS2 (per week):**

- Art and Design – is taught for 1 hour a week – and again through workshops and Creative Days/ Weeks.

### **Assessment**

The Arts are assessed in line with the school's system of assessment. Formative assessments are made by our class teachers regularly during lessons and they use findings to plan subsequent lessons which are differentiated appropriately in order to deliver to each child's individual needs. For all children, live verbal marking within lessons drives immediate feedback and adaptations to learning. Tapestry is used within EYFS to record observations and assessments. This shares the learning with parents/carers and we encourage parents to share learning from home through this platform. Teachers track KS1 and KS2 individual's progress using an online assessment tool against the unit's learning objectives and make a judgment against the age-related expectations. This enables them to address any areas of need that pupils may have. Summative assessment is also used to track pupils' development throughout the year. Assessment analysis is also carried out by the Arts Lead, who collects and analyses the data from each year group. From this data they then identify any areas of cohort need throughout the school and future development in this subject.

### **Extra-Curricular Provision:**

At Great Binfields Primary School, we are particularly proud of the extra curriculum programme offered to our pupils. Performances and exhibitions of pupil work are a regular part of school life. At KS1 and KS2, the majority of extra-curricular activities are offered in after school. Clubs are provided for all pupils, regardless of need or ability.

### **Staff CPD:**

Regular meetings, both formal and informal, are held by the staff to ensure collaboration, support and the sharing of ideas in art. All staff are encouraged to develop as both artists and teachers through regular CPD training.

### **Equal opportunities and inclusion of all children**

At Great Binfields Primary we believe that it is important for all children to experience the range of art activities we provide. We will use opportunities within art to challenge stereotypes and where appropriate deepen our children's understanding of diversity.

All children will be encouraged and supported to develop art capability through a range of materials and experiences. We recognise the importance of identifying the specific difficulties that individual children might experience and providing guidance to overcome these.

Specialist equipment and support will be sought and provided for any children who requires this, to ensure that they will be included within and have access to tasks. The subject co-ordinator will liaise closely with the SENCO (Special Needs Co-ordinator) to ensure that all our children have differentiated access to art, including provision of special resources or equipment where necessary and possible.

### **Arts Partnerships:**

The school aims to offer each pupil an opportunity to work alongside a Professional Artist within their school career. The school recognises the importance of such partnerships, as it is our belief that they can:

- Enable pupils to achieve high standards in the arts and raise expectations– often in areas that the school cannot offer.
- Allow pupils to have first-hand ‘authentic’ experience of a wide range of arts from varying cultures and forms.
- Give pupils opportunities for collaboration and the development of other key skills.
- Create positive links with other institutions and groups outside school – strengthening links with the wider community.

Care is taken to ensure that all partnerships are appropriate, well planned and meet the necessary Health and Safety requirements.

Policy reviewed: Spring 2026

To be evaluated and reviewed by: Spring 2027