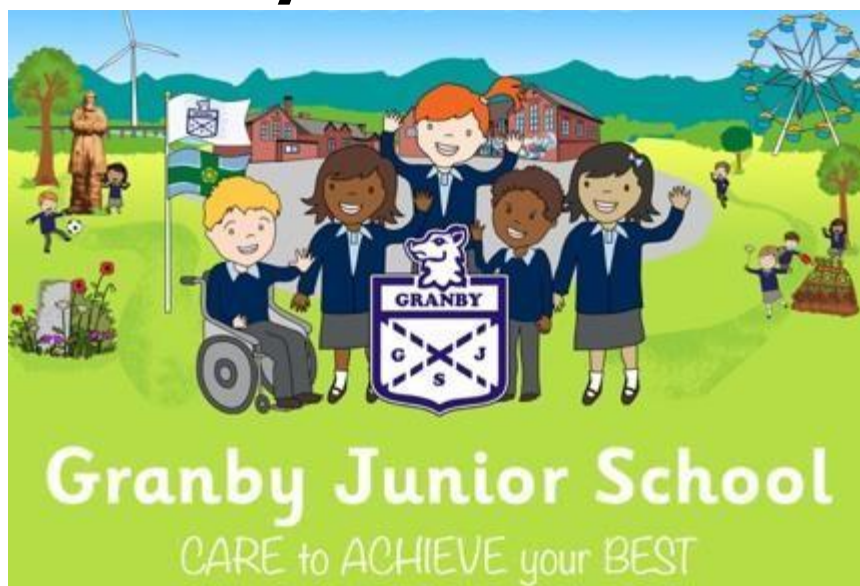


# Granby Junior School



## Art Policy

| Review Date | Approved by | Governor Minute Reference |
|-------------|-------------|---------------------------|
| July 2027   |             |                           |
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**Date: July 2026**

# Curriculum Statement

## Intent

"Art ..... is not just a subject to learn, but an activity that you can practice: with your hands, your eyes, and your whole personality." [Quentin Blake, Children's Laureate]

The teaching and learning of art at Granby Junior School promotes creativity and imagination. A love of self-expression is at the heart of our art curriculum; allowing children to truly showcase their personality, views and creativity in everything they do. Throughout their time at Granby Junior School children will be able to progressively learn the skills to be able to expressive themselves creatively, work collaboratively and learn about great artist and designers and their techniques. The teaching and learning of Art is linked to the wider topics of learning with school; therefore, giving the pupils opportunities to build their knowledge and skills over a period of time and to showcase their skills and creativity as final pieces. Children are encouraged to become critical thinkers about different styles of art, as well as the techniques and mediums used. This will enable pupils to become self-reflective artists, who constantly strive to achieve their best. We provide as many opportunities as possible for children to take part in activities around art other than lessons ,such visits to the local art gallery where children can experience the work of professional artists, talk and work with an artist in residence and display their own art. We also take part in local arts events when available, including pop-up galleries and Local Arts events, to provided children with further opportunities to build upon knowledge, practise skills and work collaboratively with local artists.

## Art Expectations

We should be **teaching**:

- Artist knowledge
- Art knowledge/Techniques
- Art skills
- Art appreciation



We should be **able to see**:

- Art around our school – displays in corridors/classrooms
- Art in our art books



We should be **to talk to children about**:

- The artists they have studied
- What art they liked and why
- What skills they have used and how this looks in their books.



## Art should also:

Enable children to explore their emotions

Support them to develop personal views and be able to express them

Develop curiosity and creativity

Explore ideas and be able to make choices about what they like/dislike

Be able to make clear annotations and apply their writing skills in another subject

Review their own progress (without need for teacher marking)

Learn about different artists and cultures

Have personal opinions that might be different to others

Be resilient and persevere

Using images to inspire work in other areas of the curriculum such as writing

Learn new techniques

Have fun and enjoy learning in a practical way

# Implementation

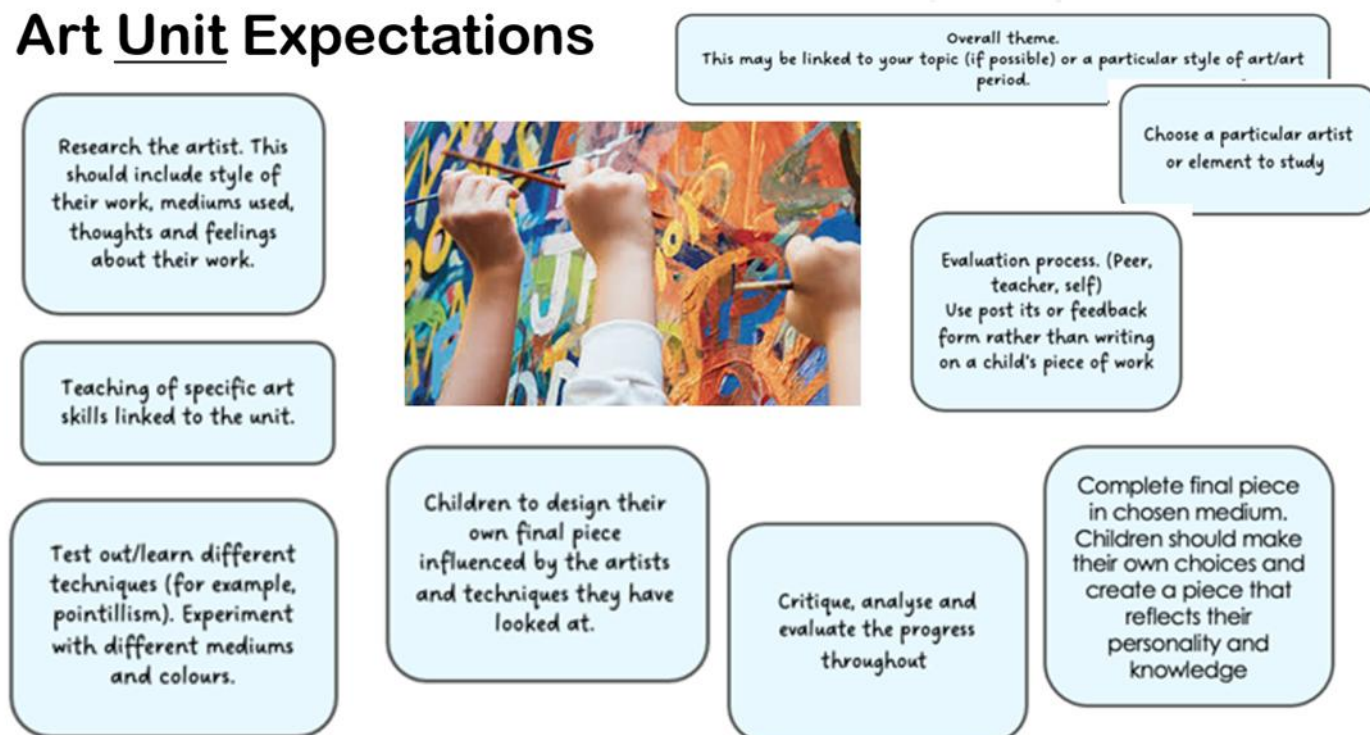
## Planning of Art

Granby Junior School uses the National Curriculum as a basis for planning. As part of our bespoke curriculum, Art and Design lessons follow our progression maps, showing how knowledge and skills are developed and built upon as the children progress through school. Where possible, there are links made with the unit or topic being taught. Lessons are a skills-based sequence of activities, with a focus on a particular artist(s) or style of art, culminating in a final piece developed from the skill learnt. The children may also use what they have learnt in an Art session to reinforce, support and embed their learning in other lessons and vice-versa.

## Teaching of Art

- Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.
- Use a variety of approaches that are matched to the activity and the ability of the children.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work.
- When children are undertaking activities that are directly related to another element of the curriculum, they should be aware that the session is an art investigation and that they are therefore focusing upon art skills.

## Art Unit Expectations



## Art Books

Art books are used from Year 3 through to Year 6 as a journal of both their learning and of their work. It shows how they have explored ideas and images and other information relevant to current and ongoing work. It also enables them to express their own ideas and skills in their final piece. The art books build a record of information on what has been learnt and how the child has responded. It also enables teachers to evaluate the child's individual work against the primary learning objective. No written marking is done in the books, although Post Its may be used from time-to-time. Feedback is live and 'in the moment', as well as responses to final pieces and 'Gallery Walks' at the end of the unit.

We have clear expectations of how the art book develops, and this may seem counterintuitive to such a creative subject. However, the basic structure enables **all** children to be able to access the learning, by providing a scaffold and familiarity across within a diverse subject matter. This **does not** mean outcomes are restricted, as children are able to respond to learning in a creative way and personal way.

### Art Book Expectations - 1

Georgia O'Keeffe



Water Colours

The first page should be a title page.

This should show the name of the artist,  
their technique (e.g. water colours/3D Sculpture),  
and an example of their work

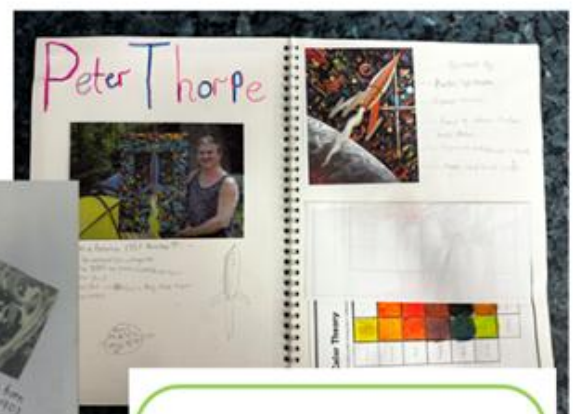


### Art Book Expectations - 2

The second section - double page -  
should be the artist study.

This must include:

- A picture of the artist
- Their dates
- A short paragraph or more (depending on the age of the children) of information about the artists life and work
- Some examples of their work, with annotations.



Please note:

- Children should write in pencil, or pen if they have a pen licence.
- Writing should be neat as if in lined books
- All annotations should be written horizontally, and linked lines should be drawn with a ruler.

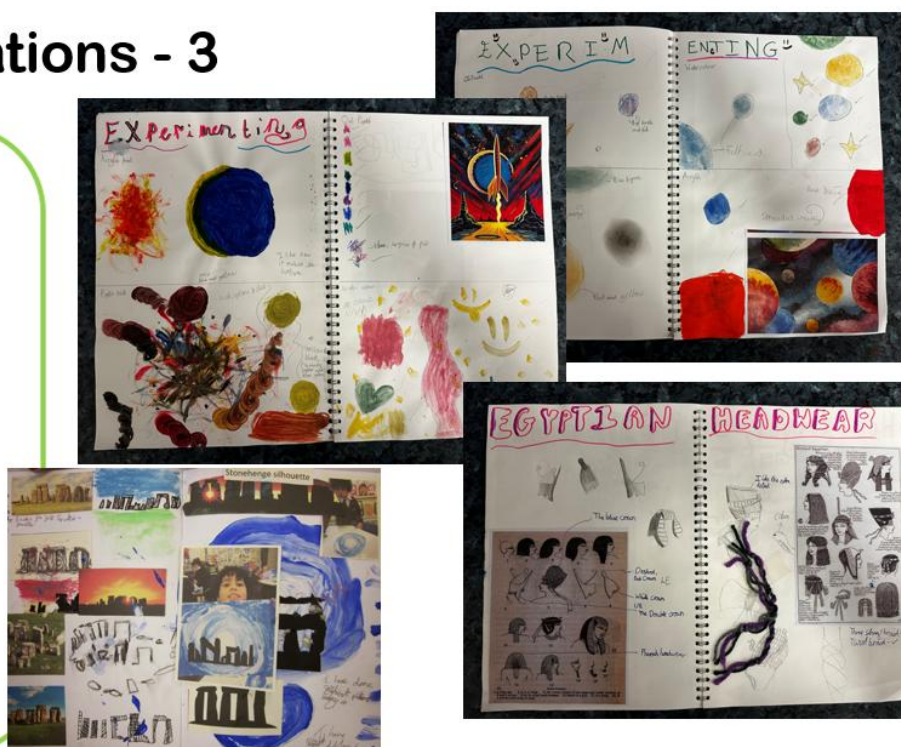
## Art Book Expectations - 3

The third section – double page – should record any specific teaching (like colour mixing) and then testing out/trying different ideas related to the techniques of the artist.

### Please note:

Although this is experimentation, children must:

- be taught how to use the equipment required so that they can use it appropriately
- be encouraged to work neatly and sensible with the equipment
- To try things out on separate paper if they are unsure (or you are unsure of how they will be able to undertake the task)



## Art Book Expectations 4

The fourth section should be the place where the children design their piece in the style of the artist you are studying.

It will probably be a double page.

This might include:

- A scaffolded sheet to guide their thinking
- Key words and vocabulary
- An example from the artist for them to compare/contrast
- Annotations and thoughts about how they might go about it.

Writing should be neatly and clearly presented.

Children should evaluate their ideas as they design. It doesn't matter if they have to try a few ideas before they are happy.

They must NOT cross/scribble out any ideas they do not like.



## Art Book Expectations 5

**The fifth section should include the final piece or a photograph of the final piece.**

You might also include photographs of the child during the creating process.



## Art Book Expectations 6

### And finally,

Children should evaluate the artwork they have completed/the work of their peers

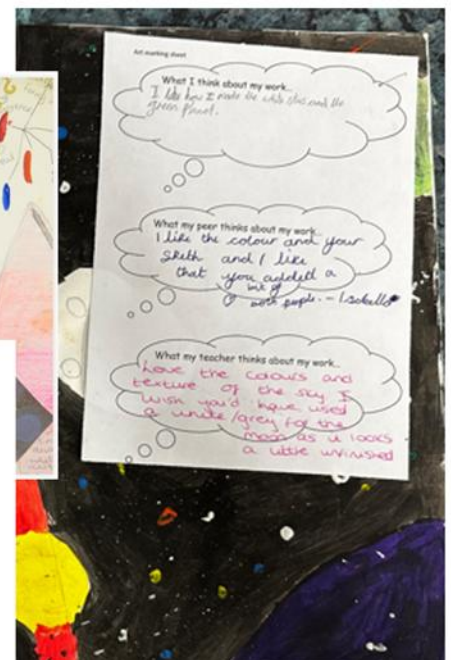
This could be using a scaffolded sheet (lower down the school) or working to a set success criteria.

Teacher feedback can be:

- Oral
- Written in mark books
- Written on a Post-it and placed in the book.
- DO NOT write on the child's final piece/work directly

Please celebrate the children's work by enabling the children to see the work of their peers (this could also be part of the evaluation) by creating a 'gallery walk' opportunity.

Please use examples of their work on displays outside the classroom.



## **Resources**

- Children will be taught to use a wide range of resources to support their work. Opportunities for 'free work' then enables them to choose a medium with which they have a particular affinity and/or skill.
- Some equipment is stored in a central resource area (art cupboard); although, each year group has a supply of regularly used items.

## **Continuity and Progression**

- Continuity will be ensured by following the 'Art Skills Progression' document.
- Progression will be achieved by placing an increasing demand upon children to develop their art skills, and by introducing a wider range of media.
- Expectations of high-quality work are the norm in school. This includes the use of an increasingly wider range of materials and drawing upon specific knowledge and understanding.

## **Safety**

- The school is responsible for teaching art and design in a healthy and safe environment.
- All safety issues need to be discussed with the co-ordinator and the head.
- Safety issues related to a specific task are discussed with the children before starting work
- Issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The teaching staff are responsible for the supervision of activities such as cutting, printing, and mixing of media.

## **Equality and Inclusion**

At Granby Junior School, every pupil is entitled to experience an ambitious, engaging and inclusive art curriculum that enables them to develop art knowledge, skills and curiosity about the world around them. We are committed to ensuring that all pupils, regardless of need or background, participate fully in art lessons and achieve their potential through high-quality inclusive teaching. Teachers have a secure understanding of the diverse strengths, needs and barriers that pupils may experience and use ongoing assessment to identify these early. Through the graduated approach of assess, plan, do and review, teachers adapt their practice to remove barriers to learning while maintaining consistently high expectations for every pupil.

Inclusive art teaching is rooted in high-quality classroom practice. Lessons are carefully designed so that all pupils access the same ambitious curriculum, with appropriate scaffolds and reasonable adjustments provided where needed. These may include carefully sequenced learning, explicit vocabulary instruction, practical demonstrations, modelled examples, adapted resources, visual supports, focused questioning, collaborative learning and the effective use of adult support to promote independence rather than reliance.

Teachers regularly assess pupils' understanding to inform responsive teaching and ensure that all learners make progress. Where additional support is required, strategies are planned collaboratively with the SENDCo, families and, where appropriate, external professionals. Our inclusive approach ensures that every pupil, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those requiring additional challenge, is supported to participate, succeed and develop a lifelong enthusiasm for art.

This reflects our belief that inclusion is achieved through excellent teaching, early identification of need and the removal of barriers so that every child can flourish within the same high-quality curriculum.

## **Diversity**

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In Art, children learn about diversity both in terms of cultural diversity and that of gender. This is shown by coverage of art topics that the children undertaken during their time at Granby Junior School. During Art lessons, children should learn about a range of different artists, both male and female, from different cultures, religions and times in history (for example – Egyptian Art).

## **Impact**

### **Monitoring, Record Keeping and Assessment.**

- 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.
- Samples of work are moderated throughout the year. Due to the practical nature of the work, evidence of activities undertaken may be in the form of notes or photographs. Children are encouraged to plan, design and evaluate their own work.
- Evaluation of work is carried out through discussion and classroom observations.

### **Subject leader role**

The Art subject lead is responsible for raising the standards of teaching and learning in Art. This will include:

- Overseeing the design and delivery of the Art curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.