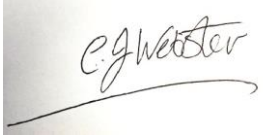
Art and Design Policy

This policy was agreed in November 2026 and will be reviewed in November 2028

Chair of Governors  Date Nov 26

Headteacher  Date Nov 26

The Peak Federation Art Policy

Intent

At The Peak Federation, we believe that art and design education is essential for the holistic development of our pupils. Our vision is to cultivate a creative and engaging learning environment where all children can express themselves through art.

Aims:

• To foster creativity and self-expression through diverse artistic mediums.

• To develop skills in making, understanding, and evaluating art in a variety of forms.

• To build knowledge about historical and contemporary artists, movements, and the cultural significance of art.

• To promote the understanding of how art reflects societal values and influences personal and collective identity.

• To provide inclusive opportunities for every child to reach their full potential in art.

Implementation

The art curriculum is structured across key stages, ensuring progression and continuity. Our curriculum maps outline specific learning objectives, skills, and expected outcomes for each year group.

Curriculum Planning

In line with the 2014 National Curriculum, the Art curriculum covers the three areas of knowledge:

- 'practical knowledge', which is about developing technical proficiency
- 'theoretical knowledge', which is the cultural and contextual content that pupils learn about artists and artwork
- 'disciplinary knowledge', which is what pupils learn about how art is studied, discussed and judged

Topics of learning are planned to allow children to:

• Create: Pupils will be taught to use a variety of materials creatively to design and make products covering the themes of painting, sculpture, drawing, collage and printing.

• Evaluate: Pupils will learn to evaluate their own work and that of others.

• Show Knowledge and Understanding: Pupils will study a range of art movements and artists and understand the significance of art in different contexts.

Cross-Curricular Links

Art is integrated into other subjects such as History, Science, and English to enhance and contextualise learning. For example, pupils may explore the artistic styles of different historical periods in combination with their history lessons.

Resources and Environment

We maintain a well-stocked art area with a wide range of materials to encourage creativity.

Access Art provides additional resources and expertise to enrich our curriculum.

Opportunities for pupils to engage with local artists and participate in community art projects are provided. The learning environment is designed to be inspirational, showcasing pupils' work prominently throughout the school.

Professional Development

Staff will have access to continuous professional development opportunities to enhance their teaching practices. Regular training sessions will focus on new techniques, artistic processes, and pedagogical approaches to delivering art and design education effectively.

Inclusion

The Peak Federation champions an inclusive environment. We adapt our art curriculum to meet the needs of all pupils, including those with special educational needs or disabilities (SEND). Differentiation is integral in lesson planning to ensure every pupil can engage in the creative process.

Impact

The effectiveness of our art and design policy will be regularly monitored through:

• Lesson observations

• Collection of pupils' work

• Analysis of assessment data

• Feedback from students, staff, and parents

Annual reviews will inform our practice and prompt necessary adjustments.

The recent Ofsted Education Inspection Framework underscores the following expectations relating to Art:

• Quality of Education: A well-structured and coherent curriculum with high ambitions for all pupils.

• Behaviour and Attitudes: A positive learning environment where learners enjoy participating in artistic activities.

• Personal Development: Opportunities for pupils to develop self-confidence, resilience, and a sense of belonging through engagement in the Arts.

• Leadership and Management: Strong leadership in the subject, ensuring effective teaching and provision within Art.

Assessment

We employ ongoing formative assessment techniques through observations, peer evaluations, and self-assessments. Termly summative assessments are conducted to review the depth of pupils' understanding and skills development, allowing for targeted interventions where necessary. We use summative assessment at the end of each academic year and is based on working towards, working at and working beyond age-expectations.

By adhering to these principles and maintaining high standards, The Peak Federation aims to deliver an outstanding art education that inspires and prepares pupils for their future. This policy document will be reviewed annually and updated as necessary to reflect changes in curriculum requirements or educational best practices.