



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Art Policy

Approved: October 2026 Next Review Date: October 2029

Intent –

At Ormskirk West End we intend that children should master Art and Design to such an extent that they can go on to have careers within Art and Design and make use of art effectively in their everyday lives.

Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

Implementation –

We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. We follow the National Curriculum supported by Access Art to ensure clear progression.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

All classes use Access Art to support planning. Opportunities for short art skills-based sessions are encouraged (e.g. line drawing, shading, colour mixing...) and these are to be recorded in sketch books.

All children (EYFS-Y6) have sketchbooks which are used to collate work, they are not for art outcomes but the journey of art. Sketchbooks should contain skills practise, information about artists, craftspeople and architects covered in classes and don't always have to be marked. Verbal feedback is expected- peer and adult led. These sketchbooks can be used for reference and assessment. We want to ensure that Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using art are always taken.

Key vocabulary for units is identified and explicitly shared by staff, this can be seen on unit cover sheets within sketchbooks.

Art is progressive in the skills taught throughout year groups and key stages.

e.g.

Colour mixing	EYFS	KS1	LKS2	UKS2
	Explore through play-naming colours, knowing primary colours.	Primary and secondary colours, Hot colours	Tint and shades, mixing skin tones for portraits	Mixing colours to match backgrounds, recognising hot and cold colours and their effect on mood. Complimentary colours
printing	Handprints, footprints, finger printing	Block printing (vegetables) Natural rubbings- leaves, shells	Foam block printing	monoprints

Impact –

Children at Ormskirk West End will enjoy and value Art and Design and know why they are doing things, not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities. Our children recognise that there are no mistakes in art- just creative opportunities.

Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Art and Design assessment policy to ensure that progression of skills is taking place. Namely through:

- Sketchbook look: Looking at pupils' work, especially over time as they gain skills and knowledge
- Drop in sessions in Art lessons
- Pupil voice: Talking to them about what they know.

The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others.

Progress will be shown through outcomes and through the important record of the process leading to them.

Oracy in art at OWE

At OWE, the consistent use of 'Think, Pair, Share', 'Say it Again, Say it Better' and 'Agree, Build, Challenge' helps to embed artistic knowledge and understanding by encouraging pupils to observe, discuss, evaluate and refine their ideas.

'Think, Pair, Share' develops observation skills, confidence and participation by giving children time to consider artwork, techniques and artistic choices before discussing them with others.

'Say it Again, Say it Better' strengthens artistic vocabulary and visual literacy by encouraging pupils to improve their responses using precise vocabulary such as texture, tone, composition, pattern and contrast.

'Agree, Build, Challenge' develops critical thinking and evaluative skills, enabling pupils to discuss artwork thoughtfully, justify opinions and respond respectfully to different interpretations. Together, these strategies help pupils to articulate their creative choices, analyse the work of artists, reflect on their own work and that of others, and develop the confidence to speak, think and evaluate like artists, supporting the school's whole-school approach to oracy across the curriculum.

Laura-Jean Horton Art Leader