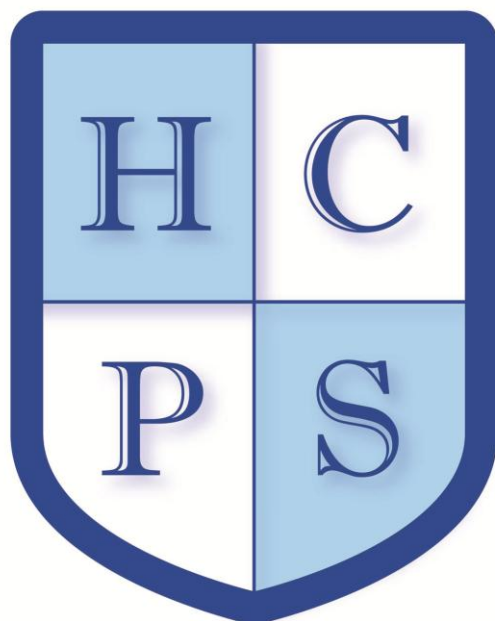


# Hunslet Carr Primary School



## Art Policy

**High Expectations**  
**Caring**  
**Positive Attitude**  
**Successful**



The office blocks of Leeds are visible from our classrooms, and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors, and professionals who work in our city every day and to provide them with experiences that inspire their self-belief.

The key to ensuring our children succeed, both while they are pupils at the school and in the future, is having a caring, stimulating, and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow into happy, caring members of the community.



**What does Impossible is Nothing means to us?**

**Impossible is Nothing means you can achieve anything when you are resilient and you persevere.**

## Intent

At Hunslet Carr Primary School, our intent in delivering Art through our **Hunslet Carr Primary Art scheme** is to:

- Inspire creativity, self-expression, and imagination in all children through a range of artistic mediums, techniques, and experiences.
- Develop pupils' skills in drawing, painting, sculpture, printmaking, collage, textiles, and digital art, progressively building competence from EYFS to Year 6.
- Encourage children to explore, evaluate, and appreciate art from different cultures, periods, and artists, broadening their knowledge and cultural awareness.
- Foster critical thinking and problem-solving through creative projects and observational work.
- Ensure pupils understand the artistic process from planning and experimenting to producing and evaluating their work.
- Promote the school ethos that *impossible is nothing* by giving every child opportunities to achieve success and take creative risks.

Through our scheme, we ensure:

- Full coverage of the National Curriculum for Art and Design.
- Opportunities for all pupils to engage with high-quality resources, techniques, and artistic challenges.
- Progressive skill development across year groups, supported by clear knowledge organisers, anchor charts, and visual exemplars.

## Implementation

The teaching of Art at HCPS is built around our **school-based Art scheme**, which is tailored to the needs of our pupils and aligned with the National Curriculum.

Key features of our implementation include:

- **Cross-curricular Topic Weeks:** Art is delivered during three dedicated topic weeks per term, allowing children to immerse themselves fully in creative projects.
- **Skill-based progression:** Lessons develop specific artistic skills and techniques, revisiting and building on prior learning. Skills include line, tone, texture, shape, colour, form, and composition, as well as evaluating and appraising work.
- **Creative exploration:** Children experiment with different media and materials, encouraging risk-taking, independence, and innovative thinking.
- **Cultural and historical links:** Pupils study the work of artists from different cultures and periods to understand context, style, and purpose.

- **Planning and evaluation:** Pupils are guided to plan, develop, and evaluate their work, using peer and self-assessment to reflect on progress.
- **Display and celebration:** Artwork is showcased around school and in topic books, celebrating creativity and progress.
- **Integration with other subjects:** Art is often linked with History, Geography, Science, DT, and PSHE, providing meaningful cross-curricular learning experiences.

## Impact

The impact of our Art provision is monitored through:

- **Pupil voice:** Children can discuss their artwork, techniques used, and what they have learned about artists and styles.
- **Teacher assessment:** Observation, questioning, and analysis of sketchbooks, projects, and final pieces ensure pupils meet learning objectives.
- **Work scrutiny:** Topic books and displays provide evidence of skill progression, creativity, and application of artistic knowledge.
- **Learning walks and observations:** Conducted by the Art subject leader to ensure high-quality teaching and consistent delivery.
- **Progress tracking:** Teachers ensure pupils develop skills and confidence over time, leaving KS2 with the ability to explore ideas independently and respond creatively to challenges.

Expected outcomes:

- Pupils can use a range of tools, materials, and techniques with growing confidence.
- Pupils can explore and develop their own artistic style while learning from artists past and present.
- Pupils can evaluate their own work and that of others using appropriate artistic vocabulary.
- Pupils show increased cultural awareness through the study of art from different traditions and contexts.
- Pupils leave Hunslet Carr with confidence in expressing themselves creatively and a lifelong appreciation of the arts.

## SEND

Pupils with SEND are fully included in all Art lessons and are supported to access the curriculum alongside their peers. Teaching is adapted through differentiated tasks, scaffolded resources, and flexible outcomes. Key artistic vocabulary and techniques are pre-taught and revisited using visual aids, anchor charts, and modelling. Targeted TA support is used to scaffold practical

tasks, encourage experimentation, and promote independence, ensuring that all pupils can achieve success and express themselves creatively.