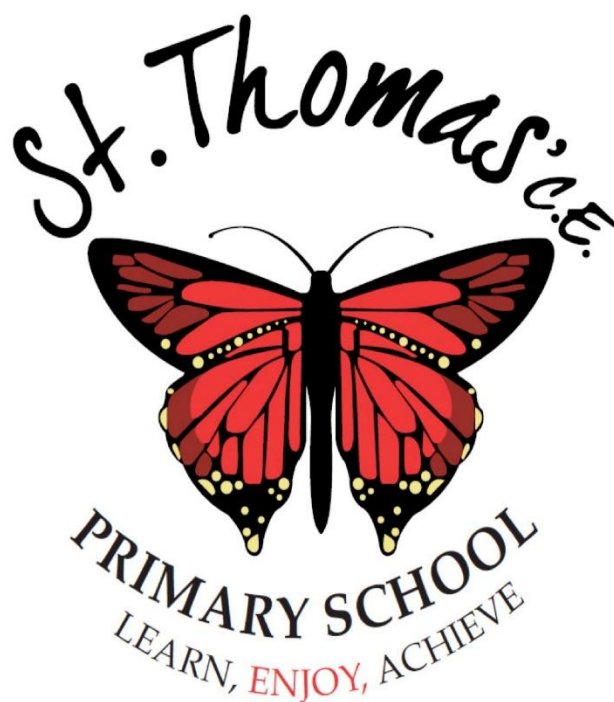




Art & Design Policy

Policy title:	Art & Design Policy
Approved by:	Full Governing Body
Date approved:	September 2025
Date of next review:	September 2026

"Teach a child to choose the right path and when they are older, they will remain upon it."
Proverb 22:6

PURPOSE:

This policy sets out a framework within which teaching and non-teaching staff can operate and gives guidance to planning and teaching.

Aims:

The aims of our Art and Design curriculum are:

- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children.
- To enable all children to have access to a varied range of high quality art experiences.
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments.
- To teach children to express their own ideas, feelings, thoughts and experiences.
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience.
- To inspire confidence, value and pleasure in art.
- To help children gain knowledge and understanding of the world in which they live through the Arts.
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To develop children's design capability.

Implementation:

Our school use a variety of teaching and learning styles in Art and Design lesson, ensuring the needs of all learners are met. Children across the whole school will develop their skills and knowledge through a range of practical tasks including; drawing painting, print making, collage and sculpture. Through these areas, children will develop their techniques in colour, pattern, line, shape, form, texture and space.

Our main aim is to develop the children's knowledge, skills, understanding and long-term memory of Arts and Culture. We ensure the children apply their knowledge and understanding so that when investigating and making something, they explore, develop ideas and evaluate their work. We do this through a mixture of whole class teaching and individual/group work activities. The children are given the opportunity to work collaboratively or independently, listening to others ideas and treating others with respect.

In KS1 and KS2 the children have individual sketchbooks, which follow the children through school, and evidence the learning process and allow the children to practice their techniques and draft designs before completing their final piece.

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art and design is as termly block units, focusing on the Drawing, Sculpture and Painting knowledge and skills stated in the National Curriculum and through the Statutory Framework for the Early Years Foundation Stage. Children will experience an

exciting and varied, art curriculum from EYFS through to the end of KS2. Through this the children will be continuously developing their knowledge, skills and vocabulary.

Another key aim is to develop the children's knowledge, skills, understanding and use of subject specific vocabulary in Art and Design. We ensure that the children have the opportunity to investigate and make through exploration and developing ideas; constantly evaluating and developing their work.

Art and Design provides opportunities to enhance the learning of more able pupils through investigations, exploration and development of their critical abilities using 'content, form, process and mood', they will study a range of artists and analyse their work.

All children regardless of ability will be given the opportunity to develop their ideas, creativity, skills and mastery of processes and knowledge of art and cultures.

We recognise that we have children with differing abilities across the school, we ensure to provide suitable learning opportunities for all. We achieve this through a range of strategies which are differentiated by task, outcome and support from peers/adults.

Educational visits are another opportunity for the teachers to plan for additional art learning outside the classroom. At St Thomas' we have connections with our local Art museum. The children have had opportunities working with artists and using inspiration from the artwork and history within the museum. We believe a hands-on experience embeds their learning and helps to improve long term memory, making connections with the wider world.

Curriculum Organisation

National Curriculum

The National Curriculum (2014) for Art & Design describes what must be taught in each key stage, with the Statutory Framework for the Early Years Foundation Stage setting the expectation for Reception and Nursery. The skills and techniques taught reflect both the statutory requirements and the non-statutory guidance and recommendations outlined in the following documents:

- (A) The Statutory Framework for the Early Years Foundation Stage (September 2021)
- (B) Development Matters – non-statutory guidance for the new EYFS framework (September 2021)
- (C) Art & Design Programmes of Study: key stages 1 and 2 National Curriculum in England (2013)

Early Years Foundation Stage

At St Thomas' our children are given regular opportunities to explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas.
- Explore colour and use for a particular purpose.

- Develop skills to use simple tools and techniques competently and appropriately. □ Select appropriate media and techniques and adapt their work where necessary.

We believe that cultural awareness, use of imagination and creativity will aid the development of the children's artistic skills.

Expressive Art and Design

In EYFS the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

The children have a baseline assessment within the first month of starting Reception. Each child's level of development must be assessed against the early learning goals (see above). Teachers must

indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

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.

Planning

At St Thomas' class teachers plan lessons for their class using the Long Term and Medium Term plans as well as our progression of knowledge and skills documents. Teachers can use these documents to plan their art and design lessons suitable to their class's interests and what they want to learn, this lends itself to cross curricular opportunities. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive across all year groups.

Planning is focused on progression of skills with some cross-curricular links through:

- Long term planning
- Medium Term planning
- Short Term planning

Planning is the responsibility of the Art and Design leader as well as class teachers and should be used to:

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.

In Art we:

- set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for particular individuals and groups of pupils
- Consider ways of minimising or reducing barriers to ensure that all pupils can fully take part and learn.

These areas will allow the teacher to:

- Choose objectives for pupils with SEND that are different from the rest of the group where necessary
- Modify the curriculum to remove barriers so all pupils meet the same objective.
- Plan a 'parallel activity working towards the same lesson objective or different activity with a different objective depending on child's level of needs.

Classroom Environment

We feel children need the opportunity to have their work celebrated. Throughout each topic a display in the classroom is used to share key vocabulary and information about the artist being studied. Displays should have a balance of information and examples of the children's work in response to the objectives. Artwork can also be celebrated through other subjects on the curriculum.

Year group or class projects are displayed in alternative areas around the school and are celebrated by everyone. We also share childrens work on our school Facebook page.

ICT in Art and Design

ICT will be used in various ways to support teaching and motivate pupils learning within Art and Design. ICT will provide opportunities for children to research particular artists, designers and techniques, enabling them to widen their knowledge about cultural capital.

We are very lucky to have an ICT specialist work with the children and teach them how to use a variety or apps to create digital art. The software we are currently familiar with is; Sketches School, Ar Makr, Keynote, Photobooth, Clips and iMovie.

Resources and Management Within classrooms pupils have access to:

- Paint (primary colours including black and white)
- Paintbrushes
- Charcoal
- Sketching pencils
- Fine liners (KS2)
- Sketchbook (individual)
- Colouring pencils
- Felt tip pens
- Chalk

- Oil pastels
- Clay
- Equipment to go with clay (boards, tools, pots)
- Aprons
- Watercolour palettes
- Watercolour brushes
- Textiles equipment (sewing needles, thread, material)
- Printing rollers
- Collage materials

Pupils are taught:

- Where equipment is stored
- How to select appropriate equipment and resources related to the objective of the lesson
- How to take care of resources
- How to use equipment safely and appropriately
- How to store after use

Health and Safety

Children are aware of potential hazards in the use of material, tools and other equipment. All children are carefully supervised, protective clothing such as overalls, aprons and gloves are used as appropriate.

The correct storage, usage and carrying of tools is taught and followed by all handling the equipment. Plastic containers are used for storage.

Impact:

In all classes there are children of differing abilities and we recognise, act and provide suitable learning opportunities for all children, matching the challenge of the task to the ability of the child. We achieve this through a range of strategies ranging from: experimenting with different media, challenge through process and outcome, small group work, mixed ability or support from an adult.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a half termly basis to inform and address any trends or gaps in attainment.

Children in the Early Years Foundation Stage are assessed within the Expressive Arts and Design element of the Statutory Framework. They are assessed against their age related expectations and the Early Learning Goals.

Children's continued development will be assessed and further developed by the teacher during lessons and through critical discussion at the end of each unit.

Sketchbook development has a high priority in KS2 and will be used to record ideas, research about artists and skills development resulting in a final piece. Our curriculum is based on the National Curriculum but is also personalised to the needs and interests of our pupils at St Thomas. We focus

on the progression of knowledge and skills as well as the discreet vocabulary progression. We measure the impact of our curriculum through the following methods:

- Assessing the children's understanding of the topic and linked vocabulary before and after the unit is taught.
- Visuals of the children's practical learning through their sketchbooks or digital sketchbooks.
- Pupil voice
- Book scrutiny's
- Verbal feedback every lesson
- Written feedback where necessary

Children are monitored throughout every lesson, verbal feedback has proven to be highly beneficial and will continue to be used.

Assessment is used to inform planning and facilitate differentiation. The assessment of children's work is on-going to ensure understanding and progress is being made.

Assessment:

Assessment in Art is based on progress judgements against the learning objectives and success criteria for the lesson. This takes place within the lesson, observing the children's approach and application of skills. Feedback is given to the children during the lesson allowing the opportunity to develop and progress in future tasks. Children are assessed against the progression of skills document in line with Age related expectation and the National Curriculum. These skills are built upon each year. Children are encouraged to assess and evaluate their own work and their peers in order to improve their confidence and improvements in future work.

At the end of each half term summative assessments are carried out and all pupils are identified as Working towards, Expected or Greater Depth.

Monitoring and Evaluation:

Progression across the school is monitored by the subject leader. The quality of teaching and learning is monitored through observations. Monitoring is measured against the action plan and progress documents.

The areas of success and areas of development are monitored and shared with the Head Teacher and governors.

Monitoring will include:

- Learning walks, book shares, moderation in other schools, network meetings, pupil and staff voice.
- Analyse and reflect on data.
- CPD for staff.

Leadership and Management The role of the Art subject leader is to:

- Take the lead in policy development and the implementation of skills based lessons.
- Support colleagues in this development of planning, their implementation of skills, assessment and record keeping.
- Monitor progress in Art and Design and advise the head teacher on any action needed.
- Take responsibility for the purchase and organisation of central resources for Art and Design.
- Keep up to date with developments in Art and Design share information to colleagues as appropriate.