



Art and Design Policy

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Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. (National Curriculum, 2014)

Rationale

Art is much more than simply the acquisition of skills and the provision of a wide range of artistic experiences. We aim to enable children to express and broaden their awareness of their senses to convey their impressions of the world and to communicate their feelings and ideas.

We believe that the arts provide our children with a variety of engaging and exciting opportunities that enable them to develop positively in their learning, both academically as well as socially, emotionally and culturally.

Aims

To develop and extend pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world, the National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- develop their skills to formulate and communicate their own ideas and opinions about art - their own work and others.
- develop an appreciation of art from other cultures
- visit museums and galleries to appreciate art in a range of settings

Curriculum

In EYFS, the children develop their creativity as well as art skills and knowledge through guided tasks and opportunities in child initiated. These opportunities are available daily, with taught lessons delivered weekly.

Across KS1 and KS2, Art is taught every term, blocked over two weeks' topic lessons. The units are developed by our teachers from the Cornerstones curriculum which closely links to each year group's termly topic. These units develop four golden threads within our Art curriculum:

- Paper, fabric, metal and plastic
- Malleable materials

- Paint and colour
- Pencil, ink, charcoal and pen

EYFS

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum; however, elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and child-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

KS1

In KS1 activities will introduce pupils to different ways in which the ideas and feelings are presented in a visual form. They:

- explore and develop ideas by drawing, collecting ideas and talking about them;
- try out a range of materials and tools for drawing, painting, collage, textiles, digital, media and printing;
- think and talk about our ideas as we work so that we can change things if we want to;
- learn and understand about colour, line, texture and shape by exploring them;
- look and talk about the work of other artists, craft workers and designers including examples of work from the locality, contemporary work and from a variety of periods and cultures.

Key Stage 2

Key Stage 2 learners 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. In addition, pupils should be taught:

- To create sketch books to record 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.
- About great artists, architects and designers in history.

Cross Curricular Art Opportunities

Art and Design will make an important contribution to Design and Technology, ICT, Geography, History, English and where possible other links with curriculum subjects will be used

Opportunities to explore digital art are explored through the use of ICT and are planned for and used appropriately to support teaching and learning.

Assessment and Recording

Teachers assess children's work in Art and Design by observing and talking to them

during their art lessons. They assess the progress made by the children against the learning objective set in each of the Cornerstones lessons, which are created in line with the National Curriculum. Verbal feedback and advice should be offered throughout the lessons, both from peers and teaching staff. Post it notes should be used and stuck in sketch books when written advice or learning tips are given, art work should not be marked.

Evidence of work completed should be retained as a working record for the children. In Key Stage One and Key Stage Two, this should be in the form of a sketchbook. The Art and Design subject leader keeps photo evidence of the children's work across the school in a Subject Leader file. This demonstrates the progression of knowledge and skills in Art and Design in each year group across the school.

Extra-curricular opportunities

Children in both KS1 and KS2 have the opportunity to join free lunch time or after school craft or art clubs.

Every year at least one whole school Art day is held. Where possible these include local visiting artists who work with each class' Creative Champions. These children then become the experts supporting their peers upon returning to class for the whole school task. The work created from this day is then celebrated in a whole school assembly before being displayed in our school Art Gallery.

Health and Safety

Pupils will be taught to use materials, tools and equipment safely. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature.

Resources

Each class has a termly budget to ensure they have the resources needed for their lessons. This is in addition to basic stock of poster paint, paintbrushes, glue, coloured paper/card, 2B pencils and colouring pencils.

The Art cupboard, located in Ruskin, stores Art equipment which is shared across the school as and when it is needed, for example needles, printing rollers, glue guns etc.

Professional Development

Staff are regularly pointed to useful tools to support their teaching in whole staff meetings and can request further support from the Art Lead if desired. Previously, when artists have visited the school to work with the Creative Champions, they have also delivered staff CPD sessions after school.

Role of the Subject Leader

The coordination and planning of the Art and Design curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in the subject and provides a strategic lead and direction for the subject
- discusses progress with the Creativity Team and evaluates strengths and weaknesses in Art and Design resulting from monitoring (drop ins, pupil voice, book looks)
- reviews the success of the Cornerstone's units and reviews evidence of children's work
- arranges external artists to work with different year groups

SEN Adaptations

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, SEND, race, creed and disability, considering the individual needs of all children. We use Art from different times, places and cultures to illustrate to children the diversity of our world.

Cognition and Learning	
Barriers	Provision
Remembering multi step instructions.	<ul style="list-style-type: none"> • Step by step reminders of key processes using visuals or task planners. • Broken down success criteria with clear reminders. • Many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.
Communication and Interactions	
Barriers	Provision
Understanding the vocabulary and descriptive language used.	<ul style="list-style-type: none"> • Capitalise on the opportunities to model and teach new vocabulary, e.g. soft, allow the child to feel it and repeat back the word soft. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word (dual coding) • Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft – yes it is soft'.

Physical and Sensory	
Barriers	Provision
<p>Sensory issues working with certain materials such as clay.</p> <p>Potential higher noise level/busier classroom during practical activities.</p> <p>Accessibility of the equipment.</p> <p>Child's ability to use the equipment safely</p>	<ul style="list-style-type: none"> • Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations • Use of ear defenders or noise cancelling headphones. • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Slanted surfaces and clips to grip the paper to the surface. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations. • Use hand over hand approach to support/model appropriate safety. • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.
Social Emotional and Mental Health	
Barriers	Provision
<p>Less structured lesson format may make it harder for self-regulation behaviours.</p> <p>Focus and attention on extended pieces of work</p>	<ul style="list-style-type: none"> • Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer, zones of regulation grid etc. • Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.