



Art and Design Policy



Created: September 2026



Review by: September 2027

School	Green Park Community Primary School
Subject	Art and Design
Policy lead	Art and Design Subject Leader
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1. Rationale

Art and Design at Green Park Community Primary School is a subject through which pupils learn to observe, explore, experiment, create and communicate. We want pupils to develop the knowledge, vocabulary, techniques and confidence to make purposeful artistic choices and to understand that art, craft and design are important ways of expressing ideas, experiences, cultures and perspectives.

Our curriculum is designed and written by Green Park. It is not based on a purchased scheme. It provides a coherent progression from EYFS through Key Stage 1 and Key Stage 2, with pupils revisiting important knowledge and techniques while increasing their control, independence, creativity and ability to evaluate their work.

2. Statutory Framework

This policy reflects the statutory National Curriculum for Art and Design at Key Stages 1 and 2. The National Curriculum requires pupils to produce creative work, become proficient in drawing, painting, sculpture and other techniques, evaluate and analyse creative works, and know about artists, craft makers and designers and the historical and cultural development of their art forms.

The curriculum is also informed by the Early Years Foundation Stage, particularly Expressive Arts and Design, and by the school's commitment to inclusion and equality.

Green Park's curriculum goes beyond simply covering individual techniques. It deliberately builds connected knowledge and skills through five golden threads.

3. Our Five Golden Threads

Art	Exploring artistic ideas, artists, visual language, creative processes and personal expression.
Craft	Making, manipulating and combining materials with increasing skill, care, purpose and creativity.
Painting and colour	Understanding and applying colour, paint, mixing, tone, shade, texture and expressive choices.
Drawing and composition	Developing observation, line, shape, proportion, pattern, detail, perspective and the organisation of visual elements.
Sculpture	Exploring form, structure, texture, scale and three-dimensional making using a range of materials and processes.

4. Aims

- To develop pupils' creativity, curiosity, imagination and confidence as artists.
- To teach pupils a progressively developing body of artistic knowledge and vocabulary.
- To develop proficiency and control in drawing, painting, sculpture, craft and other appropriate techniques.
- To enable pupils to experiment with materials, tools and processes and to make increasingly independent artistic choices.
- To develop pupils' ability to observe, record, review, refine and communicate ideas.
- To teach pupils to evaluate and discuss their own work and the work of artists, craft makers and designers using appropriate vocabulary.
- To expose pupils to a diverse range of artists, craft makers, designers, cultures, periods and artistic traditions.
- To enable pupils to recognise how art, craft and design reflect and influence people, places, history and culture.

5. Curriculum Organisation and Progression

Art and Design is taught as a planned subject across the school. The curriculum map identifies the knowledge, vocabulary, techniques, artists and experiences pupils encounter in each year group. The five golden threads run through the curriculum and are revisited so that pupils build on prior learning rather than completing isolated activities.

Teachers use the school's progression materials to identify what pupils should already know, what new knowledge and skills are being introduced, and how learning will be revisited and developed. Units may make meaningful links with other subjects, but Art and Design knowledge and outcomes remain explicit.

6. EYFS

In Reception, Art and Design is developed through the EYFS framework, particularly Expressive Arts and Design. Children have regular opportunities to explore colour, texture, materials, tools, pattern, shape, form, movement and imaginative representation.

- Children explore materials through both adult-guided and child-initiated experiences.
- Teachers model vocabulary and techniques while allowing children to make choices and develop their own ideas.
- Children revisit experiences so that they develop increasing control and confidence.
- Observations and interactions are used to identify children's interests, skills and next steps.
- Learning in art is connected naturally to communication, physical development, literacy, mathematics and understanding the world.

7. Key Stage 1

In Key Stage 1, pupils build foundations across the five golden threads. They explore and use materials creatively, develop drawing and painting skills, investigate three-dimensional making, learn about colour, pattern, texture, line, shape, form and space, and begin to use artistic vocabulary when discussing their own work and the work of others.

- Pupils explore ideas through drawing, discussion, observation and experimentation.
- They use a range of materials and tools safely and appropriately.
- They develop increasing control of line, colour, shape, texture, pattern and form.
- They learn about a range of artists, craft makers and designers and make links between their work and their own practice.
- They begin to review and adapt their work as it develops.

8. Key Stage 2

In Key Stage 2, pupils develop greater technical control, independence and understanding. They experiment with materials and processes, revisit and refine ideas, and use sketchbooks as working records for observation, experimentation, research and development.

- Pupils improve their mastery of drawing, painting, sculpture, craft and other relevant techniques.
- They select materials and processes with increasing consideration of purpose and effect.
- They use sketchbooks to record observations, collect ideas, experiment and review and revisit work.
- They develop a stronger understanding of composition and how artistic choices communicate meaning.
- They analyse and evaluate their own work and the work of artists, craft makers and designers.
- They develop knowledge of significant artists, craft makers, designers and artistic traditions across history and cultures.

9. Artists, Craft Makers and Designers

Artists, craft makers and designers are an integral part of the curriculum rather than an additional activity. Pupils encounter a broad and diverse range of practitioners chosen because their work supports the knowledge and skills being taught.

- Practitioners are selected to represent a range of periods, cultures, identities, styles and approaches.
- Teachers make clear links between the practitioner's work and the techniques, vocabulary or ideas pupils are learning.
- Pupils are encouraged to look closely, ask questions, compare practices and form opinions.
- Learning about artists is used to inspire, inform and challenge pupils rather than to reproduce an artist's work.

10. Sketchbooks and Creative Practice

Sketchbooks are working documents in Key Stage 1 and Key Stage 2. They are used to capture observations, research, experimentation, ideas, tests, colour studies, drawings, annotations and reflections.

- Sketchbooks should show the process of learning, not simply finished pieces.
- Pupils should be encouraged to experiment and make mistakes as part of the creative process.
- Teachers should value thinking, exploration and refinement alongside the final outcome.
- Written annotation should be purposeful and age-appropriate.

11. Assessment

Assessment in Art and Design is ongoing and is used to understand what pupils know, remember and can do. Teachers assess through observation, discussion, practical outcomes, sketchbooks and pupils' ability to explain and evaluate their choices.

- Teachers identify the knowledge and skills being taught in each unit.
- Feedback is primarily verbal and focused on helping pupils develop their ideas and techniques.
- Assessment considers both the creative process and the final outcome.
- Teachers use the school's progression documents to identify whether pupils are developing securely through the curriculum.
- Subject leadership uses work scrutiny, pupil voice, lesson visits and other monitoring activities to evaluate progression and curriculum impact.

Art work should not be reduced to a single numerical score or judged solely on how attractive a final piece looks. The emphasis is on knowledge, skill, decision-making, experimentation, refinement and communication.

12. Inclusion and SEND

Art and Design is an inclusive subject in which all pupils should be able to participate, succeed and express themselves. Teachers adapt materials, tools, instructions, sensory demands, outcomes and adult support where necessary while maintaining high expectations.

Cognition and Learning	Break multi-step processes into manageable stages; use visual prompts, modelling, repeated demonstrations and clear success criteria; revisit vocabulary and processes.
Communication and Interaction	Pre-teach and model vocabulary; use visuals, dual coding, symbols, choice boards and practical demonstrations; allow additional processing time.
Physical and Sensory	Consider sensory preferences and needs; adapt tools and materials; provide appropriate grips, larger equipment, sloped surfaces or other access arrangements; manage noise and mess where needed.
Social, Emotional and Mental Health	Provide predictable routines, clear expectations and manageable stages; allow appropriate movement breaks; support collaborative work and self-regulation; celebrate effort, experimentation and improvement.

13. Cross-Curricular Opportunities

Art and Design makes meaningful connections with the wider curriculum. Links may be made with History, Geography, English, Science, Design and Technology, Computing and other subjects where they strengthen learning.

- Historical and cultural contexts can deepen pupils' understanding of art.
- Geographical learning can inspire observational, environmental and place-based art.

- English supports discussion, description, interpretation and communication of ideas.
- Science can inform work involving materials, colour, light, texture and natural forms.
- Computing can provide appropriate opportunities for digital art, photography and image-making.
- Design and Technology links are made where pupils' learning about materials, making and design processes genuinely overlaps.

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.	• 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.	• 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
Sensory issues working with certain materials such as clay. Potential higher noise level/busier classroom during practical activities. Accessibility of the equipment. Child's ability to use the equipment safely	• 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
Less structured lesson format may make it harder for self-regulation behaviours. Focus and attention on extended pieces of work	• 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.

Enrichment and Wider Opportunities

- The school will provide opportunities for pupils to experience art beyond the classroom where possible.

- This may include visiting artists, workshops, galleries, museums, exhibitions, local art projects and community links.
- Whole-school art experiences may be used to celebrate creativity and develop a shared artistic identity.
- Pupils' work will be displayed and celebrated in ways that recognise the creative process as well as finished outcomes.
- Extra-curricular art and craft opportunities will be offered where staffing and resources allow.

15. Health and Safety

- Pupils are taught to use materials, tools and equipment safely and responsibly.
- Teachers assess risks associated with practical activities and provide appropriate supervision.
- Sharp tools, hot equipment, adhesives and other potentially hazardous materials are introduced according to age, competence and risk assessment.
- Equipment is stored safely and access is managed appropriately.
- Teachers consider allergies, sensory needs and individual medical needs when planning practical work.
- Staff follow the school's wider health and safety procedures.

16. Resources

The school provides a range of materials, tools and equipment to support the Art and Design curriculum. Resources are selected to enable pupils to work across the five golden threads and to experience increasing variety and sophistication.

Classes have access to appropriate core materials, with additional resources provided according to planned units. Shared equipment is stored centrally and maintained so that it is accessible and safe to use.

17. Professional Development

The school supports staff in developing their confidence and subject knowledge in Art and Design. The subject leader shares relevant resources, modelling, examples of good practice and curriculum guidance. Where appropriate, external practitioners and other professional learning opportunities may contribute to staff development.

18. Role of the Subject Leader

- Provide strategic leadership for Art and Design.
- Maintain and develop the school's own Art and Design curriculum and progression.
- Ensure the five golden threads are coherently developed across the school.
- Support teachers with planning, subject knowledge, resources and assessment.
- Monitor curriculum implementation through lesson visits, work scrutiny, pupil voice and discussion with staff.
- Evaluate strengths and areas for development and identify priorities for improvement.
- Keep senior leaders and governors informed about the quality and development of the subject.
- Coordinate enrichment opportunities and links with artists, galleries and the local community where appropriate.
- Ensure the curriculum remains aligned with statutory requirements and reflects current school priorities.

19. Monitoring, Evaluation and Review

The effectiveness of the Art and Design curriculum will be evaluated through a combination of lesson visits, pupil voice, sketchbook and work scrutiny, curriculum conversations, assessment information and review of the progression of knowledge and skills.

- Are pupils building securely on prior knowledge?
- Are the five golden threads evident and progressively developed?
- Can pupils explain what they are learning and why?
- Are pupils developing technical control and making increasingly independent artistic choices?
- Can pupils discuss and evaluate art using appropriate vocabulary?
- Are pupils experiencing a broad and diverse range of artists, craft makers and designers?
- Are adaptations enabling all pupils to participate and succeed?

The policy will be reviewed annually, or sooner where changes to statutory requirements, curriculum organisation or school priorities make this necessary.

20. Approval

Created	September 2026
Reviewed by	Senior Leadership Team / Art and Design Subject Leader
Approved by	Governing Body
Next review	September 2027

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