
ART AND DESIGN POLICY



Approved by:	Headteacher
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1. Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design.

2. Rationale

We believe the school can play an important role in helping children develop their visual communication skills in art and design, as well as helping to develop observation and speaking and listening skills.

Art and Design is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world.

3. Purpose of Study

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 children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children 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.

4 Aims

The aim of this policy is to communicate clearly to staff, parents, governors/trustees, visitors and pupils how art is approached at the school.

We believe Art and Design Education is an entitlement for all pupils and plays an important part in each child's development including SMSC.

The national curriculum for art and design aims to ensure that all children:

- 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.

Intent

At Buttsbury Primary School, we intend to provide an ambitious Art curriculum that is broad and well-balanced, which follows the National Curriculum. Our Art curriculum builds on previous learning and provides both support and challenge for learners. High quality Art lessons will inspire pupils to think innovatively and develop creative understanding. Our mastery approach provides pupils with opportunities to apply their skills using a range of media and materials. Pupils learn the skills around the three core elements of art: drawing, painting and sculpture. Where appropriate, pupils will also explore digital art and contemporary artistic practices, enabling them to engage with modern approaches to creativity and design.

Pupils will be introduced to a diverse range of artists, craftspeople, designers and architects from different cultures, backgrounds, historical periods and communities. Through this, pupils will develop an understanding of how art reflects identity, society and the wider world. The curriculum promotes respect, equality, diversity and inclusion whilst supporting pupils to develop cultural capital and appreciation of different creative traditions. In Art, pupils are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection in Sketch Books. Pupils are encouraged to take risks, experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Art units are blocked and follow a sequence of exploration, skills development and innovation. As part of this planning process, teachers will consider the following:

- Looking, responding and critically examining to an artist's work
- Use of artistic vocabulary; explicit teaching and revisiting of subject-specific vocabulary to support pupils in discussing, analysing and evaluating artwork with increasing confidence and accuracy.
- Recording ideas and thoughts about art in a sketch book
- Development of the principle skills of drawing, painting and sculpture creation as well other art, design and craft techniques
- Collaborative learning
- Exploring ideas and using evaluative thinking
- Celebration of work and gallery sessions
- A cycle of lessons for each subject, which carefully plans for the needs of all pupils, progression and depth of learning
- Enriching the curriculum by inviting visitors into the school and also arranging numerous external visits.

In addition, teachers will have access to high-quality professional development opportunities to ensure strong subject knowledge, curriculum understanding and awareness of current developments in art education.

Impact

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. Pupils develop a love of Art and are empowered to explore a range of art forms developing their cultural capital for life. Our curriculum results in pupils who; develop critical thinking skills, appreciate other's responses to the world and are unafraid to express themselves creatively. As a result of our Art curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school and an appreciation of the creative world and how people respond to their experiences. They will have developed a range of skills across different media and be able to use artistic vocabulary to make comments about their work. Sketch Books will evidence the progression of their work and they will be able to recall and discuss the work of a range of artists and how their studies have affected their final artwork. Pupils will develop an appreciation of art from a range of cultures, communities and historical periods and understand how art can communicate ideas, emotions and social change.

5. Definition of the Art and Design Curriculum and content of that curriculum.

We take a whole school approach to Art and Design Education. It defines Art as a foundation subject in the National Curriculum. The pupils' understanding and enjoyment of art, craft and design should be developed, where possible, through activities that bring together the statutory requirements.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their art and design skills within the Early Learning Goals for expressive Arts and Design. Within expressive Art and Design, resources are split into 3 areas based on the educational programmes:

- **Imagination and creativity** whereby a child's imagination and creativity are enriched through their awareness of art and other children around them. Activities may include drawing, designing and using junk modelling.

- **Self-expression** through being creative and playing with materials. This encourages and supports children's imagination and thinking process development. Children are provided with a range of different materials (drawing, painting and sculpture) and are given time to explore, create and make.

Children may have:

- different mark-makers
- a range of paints and brushes
- different textures, sizes, colours and shapes of paper and card
- clay or other modelling materials
- found collage materials
- found materials such as boxes, tubes and lid

Communicating through arts children are encouraged to replicate artwork through mark making, designing, repeating patterns.

Key Stage 1:

Children are taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- appreciate 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.

5. Role of the Subject Leader

- To develop the Art and Design policy throughout the school.
- To monitor and evaluate progress in Art and Design.
- To take responsibility for resources (Co-ordinate purchasing, organisation and distribution of resources)
- To keep up to date with developments in Art and Design Education.
- Provide assistance to all staff when requested, in order to implement the Art policy consistently throughout the school
- Liaise with outside agencies, other schools and colleagues

6. Inclusion

The school is committed to working towards equality of opportunity to all aspects of school life. Our aim is to offer all pupils an ambitious, accessible and inclusive art curriculum that is adapted appropriately to meet

individual needs. Through adaptive teaching strategies, all pupils are supported and challenged to achieve their full potential whilst developing confidence and self-esteem.

We believe that every child should have access to a rich and inspiring art curriculum. We are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are fully included and supported in their creative journey.

Our approach is rooted in adaptation and flexibility. Lessons are carefully planned to allow for a range of abilities, with tasks adapted to meet individual needs. Pupils may be supported through:

- **Visual prompts and structured guidance** to aid understanding and reduce cognitive load.
- **Modified tools and materials**, such as adaptive scissors, textured paper, or larger brushes, to support fine motor development.
- **Pre-teaching of key vocabulary and concepts**, helping pupils to access learning confidently.
- **Adult support or peer mentoring**, where appropriate, to encourage collaboration and build confidence.
- **Celebration of individual progress**, with emphasis on effort, creativity, and personal achievement.

We work closely with the SENDCo and class teachers to ensure that provision is tailored, inclusive, and responsive to each child's needs. Our aim is to foster a sense of pride and enjoyment in art, helping every pupil to flourish. Reasonable adjustments are made where appropriate in accordance with individual SEND Support Plans and Education, Health and Care Plans (EHCPs). Assessment focuses on individual progress and achievement as well as attainment.

We are also committed to nurturing the talents of pupils, including those who show particular aptitude in art. Our curriculum is designed to inspire creativity while offering opportunities for depth, independence, and challenge.

More able pupils are identified through observation, assessment, and dialogue with staff. Once identified, they are supported through:

- **Open-ended tasks** that encourage exploration, experimentation, and personal interpretation.
- **Opportunities to work with a wider range of media and techniques**, including more advanced tools and materials.
- **Independent projects** that allow pupils to pursue their own artistic interests and develop a personal style.
- **Critical thinking and reflection**, through discussion of artists' work, peer critique, and self-evaluation.
- **Cross-curricular links**, enabling pupils to deepen their understanding of art in historical, cultural, and scientific contexts.
- **Enrichment opportunities**, such as art clubs, exhibitions, and workshops with visiting artists.

We aim to foster a sense of ambition and pride in their work, encouraging pupils to take creative risks and develop resilience. By providing challenge and support, we help our more able artists to flourish and reach their full potential.

7. Assessment, recording and reporting

Assessment and Use of Sketchbooks

Art is both creative and developmental. Assessment is an ongoing process which informs teaching and learning throughout each unit. Teachers assess pupils through observation, discussion, sketchbook evidence, practical outcomes and pupil reflection. Summative assessments are recorded twice annually using the school's Skills Progression Document aligned to National Curriculum expectations.

This ensures consistency and clarity in evaluating pupils' development across key areas of artistic learning.

To support ongoing assessment, we also use:

- **'Brainbusters' activities**, which challenge pupils with knowledge-based questions around the topic of art, encouraging deeper thinking and reinforcing key concepts.
- **Mini quizzes at the end of each unit**, designed to consolidate learning and provide teachers with a snapshot of pupil understanding, helping to inform future planning and adaptations.

Sketchbooks are used throughout the school to regularly record, collect, and explore ideas. They are an essential and personal record of each child's artistic journey. Teachers guide pupils in how and when to use their sketchbooks effectively, ensuring they become a meaningful tool for reflection and creativity.

The contents of a sketchbook may include:

- Experiments with various marking media
- Drawings in a range of media that are:
 - a record of what has been seen
 - preparatory studies for further work
 - the development of ideas for further study
 - a record of the development of basic skills
- Photographs and other illustrative material to support ongoing work
- Colour schemes and trials
- Observations from outside the classroom, such as school visits, used as reference material
- Details of something that will be drawn or painted in entirety
- Prints and image manipulations

Sketchbooks are a vital record of an individual child's experiences and ideas throughout the year and serve as key evidence for assessment and reporting purposes.

Marking

Feedback is provided in line with the school's current Feedback and Marking Policy. Verbal feedback, peer assessment and self-assessment are used regularly to support pupils in reflecting upon and improving their artistic outcomes. Teachers provide timely feedback which encourages pupils to develop resilience, independence and confidence as artists.

Parents and carers will receive an annual report outlining their child's achievement and progress in Art and Design.

8. Organisation

The Art curriculum is organised as part of an integrated approach to learning wherein:

- Art and Design is taught as a mainly separate programme of study with clear links to other areas of study where appropriate.
- it is sometimes necessary to teach skills separately before they are used in topic work or to ensure progression through the art curriculum
- work in Art and Design is done through co-operative group work or individual work. Class teaching is used where appropriate
- there is no specialist teaching in art, it is taught by class teachers
- pupils with special needs and EAL are able to develop confidence and express their feelings in Art as it is a subject in which success does not depend on academic ability
- the emphasis in our teaching of Art and Design is on practical experience and we encourage children increasingly to take control of their own learning
- excellence in Art and Design is celebrated in display and performance including:
 - suitably mounted displays in classrooms and throughout the school
 - entry into competitions
 - presented at the annual Open Evening in the summer term
- pupils are encouraged to take responsibility for care and storage of resources

- each class is suitably equipped with materials and tools.

Mastery in Art at Buttsbury Primary School

Effective mastery in Art is when all pupils, regardless of ability, are able to apply and adapt their knowledge and understanding to express themselves in a personal and innovative way.

Effective mastery in Art enables all pupils to think deeply about artwork and develop their visual vocabulary.

Open ended and higher order questioning during lessons ensures that pupils can reflect on spiritual and ethical issues when exploring art from other times and cultures. In addition, children ask their own deep thinking questions.

Pupils are encouraged to compare and contrast methods and styles from one artist/painting to another. Thus leading to self-expression and innovation.

Pupils research, record and reflect upon their own work and evaluate/adapt over a period of time.

Pupils explore new techniques and develop precision in the use of a range of tools and techniques.

As a result of this, pupils have a deep understanding of the influences, style and inspiration of artists, designers and craftsmen from a range of times and cultures and can use this understanding to express themselves purposefully and creatively.

9. Working with parents

The school is committed to working with parents and believes they play an important role in helping children develop in Art and Design. This will be conducted through 'open door' sessions, where parents are invited to complete tasks with their children.

10. Staff Training

Staff will be encouraged to attend courses, review resources, mount exhibitions, liaise with the infant school and local secondary schools and up-date themselves on information and approaches to Art and Design in order to help improve and monitor the teaching of art.

Staff INSET will be organised as appropriate.

11. Dissemination

The policy is available on the school's website.

12. Monitoring the Art Education Policy

The effectiveness of the school's approach to Art and Design is monitored throughout the year through:

- lesson observations and learning walks
- planning scrutiny
- sketchbook and work scrutiny
- pupil voice activities



- assessment analysis
- curriculum reviews
- monitoring of displays and enrichment opportunities

Monitoring outcomes are used to inform future curriculum development, staff training and whole-school improvement priorities.