

Art and Design Policy

“The study of art enables pupils to understand, appreciate, and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought” (Ofsted 2023).

Introduction

At Burton C of E Primary School, we immensely value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Our vision is for pupils to actively enjoy their learning in a curriculum that promotes high engagement and high expectations. We are committed to providing all children with learning opportunities to engage in an ambitious and progressive Art and Design curriculum. Art and Design offers an invaluable medium where all children are able to develop skills, explore experiences, respond and communicate through visual media making a vital contribution to inclusion.

The purpose of Art and Design education is to give pupils the skills and knowledge necessary for them to express and respond to ideas and experiences in a visual or tactile form. Art and Design creates an invaluable opportunity to inspire and stimulate children's creativity and imagination and is a fundamental means of personal expression and communication.

Whilst Art and Design is essentially a practical subject, it provides opportunities for reflection and with increased sensitivity, children are supported and encouraged to make informed, thoughtful and critical responses to their own work and that of others. By exploring the meanings in the work of artists, designers and craft-makers, children learn about the different roles and functions of Art and Design in their own lives and develop a rigorous understanding and appreciation of cultural richness and diversity.

In addition, we aim to inspire and motivate children in their future careers and understand that the teaching within primary school is not in isolation, but part of a wider learning journey which provides children with their future success in the work place. At present, the largest growth industry in the UK in terms of employment is the gaming industry who are in desperate need of Art and Design graduates.

Intent

At Burton C of E Primary School, we aim to:

- Enable all children to have access to an extensive range of diverse and rich, high- quality art experiences.
- Provide an imaginative, innovative, ambitious, sequential and progressive art curriculum that equips children with the knowledge and skills to research, experiment, invent and create their own artworks not limited by a specific outcome.
- Foster an enjoyment and appreciation of visual arts and design.
- Engage, inspire and challenge pupils' thinking, creativity and imagination by providing visual, tactile and sensory experiences and offering a unique way of understanding and responding to the world.
- Acquire knowledge of artists, designers and craft-makers.
- Respond critically and imaginatively to ideas, images and objects.

- Teach and support children to express their own ideas, feelings, thoughts and experiences.
- Enable children to know how the subject both reflects and shapes history as well as the contribution it makes to culture, creativity and the wealth of the nation (DfE, 2013).
- Ensure the curriculum includes and represents artists, designers and craft-makers from a range of ethnically diverse communities and heritages making a positive effort to celebrate and promote cultural diversity.
- Ensure the curriculum includes a fair representation of female and male artists, designers and craft-makers.
- Develop children's knowledge and understanding of the formal elements of art. In addition, children's ability to use materials and processes to communicate thoughts, feelings and meanings through a broad and balanced ambitious and progressive Art and Design curriculum.
- Provide inclusion and challenge for all by providing children, who may not be fluent writers or speakers, an opportunity to communicate their feelings through visual media providing a high sense of personal achievement (Ofsted, 2008). All children should feel empowered and able to successfully participate, contribute and achieve.
- Enable children to become visually literate and understand and use art as a form of expression and communication.
- Support teachers to give live and meaningful feedback to facilitate progress in all children's Art and Design learning journey at the point of teaching and learning.
- Teachers and staff to be supported through regular continuous professional development to successfully teach Art and Design. In addition, to become confident in recording, monitoring and applying different assessments forms and thus, facilitate and inform effective planning and appropriate differentiation. Furthermore, facilitating and enabling the importance of pupil voice in self and peer assessment and through whole class evaluation, thus supporting the process of children setting their own personal targets for development and improvement whilst encouraging an environment of reflective practice.
- To recognise and support children's knowledge, skills and understanding of Art and Craft through the assessment process. An atmosphere where children enjoy thinking about their own work, and that of their peers will lead to good quality peer assessment.
- Children to be given time to reflect, discuss and sensitively and critically evaluate their own art and design and that of others.
- Children to be supported to use digital technology as a tool in Art and Design.
- To ensure the Art and Design progression of skills and knowledge is utilised to ensure sequential learning progression and to quickly identify possible gaps in learning that should to be addressed.

- Children to be supported and encouraged to take ownership in their creative choices and decisions, so that their art outcomes, whilst still being skill-specific and knowledge-rich, are unique to them.
- Children to apply their skills and knowledge throughout the whole process of creating art, practising and consolidating techniques learned to develop and evaluate their ideas towards an outcome.
- Teachers to create a sensitive, supportive and encouraging learning environment that empowers children's voices to not only be heard but respected and utilised through self and peer assessment.
- For the Art and Design curriculum to inspire and enhance the children's confidence and self-worth contributing to enhanced mental health and wellbeing.
- Undertake individual and group collaborative projects to encourage group, individual and imaginative Art and Design.

Implementation of Art

At Burton Primary School, we implemented the Kapow Art and Design scheme into our art and design curriculum. The Art and Design curriculum is ambitious, engaging, stimulating, sequential and provides continuity and progression with a wide range of high - quality art and design experiences. Where possible, Art and Design is taught as part of topic and will link cross-curricular learning themes. However, most Kapow units are standalone to ensure progression and coverage of a range of Art and Design skills and knowledge.

Early Years Foundation Stage

Children begin their Art and Design learning journey at Burton Primary School in a fun, hands-on and developmentally appropriate way. Our Early Years Foundation Stage (EYFS) curriculum is designed to enable children to strengthen key skills and explore new techniques and ideas. The scheme closely links to the relevant outcomes, and the Early Learning Goals are taken from Development Matters and the EYFS Statutory Framework to ensure the highest quality of teaching. Our play-based curriculum ensures a child-led approach to Art and Design, with every lesson reflecting the ethos of 'process over outcome'. Lessons have flexible objectives, making them easily adaptable to any topic, and contain teacher prompts, guidance on assessment and key vocabulary. Teaching staff work and play alongside the children as they explore a range of media and grow in confidence as artists and craft-makers. Each unit mirrors the four key areas identified in the KS1 and KS2 curriculum to ensure learning progression right from Reception to year 6 and beyond. In addition, each unit provides opportunities for pupils to learn new skills, practise fine motor skills and develop their vocabulary with subject-specific language.

Key Stage 1 and 2

Our curriculum offers a holistic and sequenced teaching of the National Curriculum objectives, where each unit taught works towards the end of key stage attainment targets.

The Kapow scheme of work fulfils the statutory requirements in the National Curriculum (2014). 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 techniques.
- Know about great artists, craft-makers and designers, and understand the historical and cultural development of their art forms.

From these aims, the Kapow scheme identified five strands which run throughout the curriculum:

- Generating ideas
- Using artbooks
- Making skills (including formal elements)
- Knowledge of artists
- Evaluating and analysing

From these strands, the Kapow Art and Design scheme created sequential lessons organised into four core units (Key Stages 1 and 2) and five core units (EYFS with the addition of seasonal crafts) which run through every year group to allow children to build their skills and knowledge and apply them to a range of outcomes. The formal elements, a key part of the National Curriculum, is also woven throughout units, and key skills are revisited again and again with increasing complexity in a spiral curriculum model. In addition, children develop mastery in the process of making rather than the performative final outcome. Units in each year group are organised into four areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and Design

Each unit enables children to build skills and techniques towards exciting outcomes while offering opportunities for teachers to develop the learning for the needs of their children. Children use their artbooks (from year 1) to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

Our Spiral Curriculum Model

The organisation of lessons into units enables children to activate prior learning as they build on knowledge and skills gained in earlier units. Lesson planning adopts a spiral curriculum model; this is where key knowledge and skills are revisited and built on at a level appropriate to children's development. This method builds a strong pedagogical foundation, which can be developed further as children progress through primary school. The concept of a 'spiral curriculum' is rooted in the work of cognitive psychologist Jerome Bruner, who was interested in developmental psychology and how children learn.

Using a spiral curriculum does not result in children learning the same concepts over and over again; rather, using what has already been taught to make connections between new concepts and previously learned material. Our curriculum ensures learning is:

- Cyclical: children revisit key concepts again and again.
- Increasing depth: each time learning is revisited, it is covered with greater depth.
- Prior knowledge: upon returning to each area, prior knowledge is utilised, so pupils can build on previous foundations, rather than starting again.

Our Progression of Skills and Knowledge documents identify the skills and knowledge that are taught within each unit and how these skills develop to ensure that attainment targets are securely met by the end of the Early Years Foundation Year and Key Stage 1 and 2. Creativity and independent outcomes are robustly embedded into units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being skill-specific and knowledge-rich, are unique to the children. Lessons are practical in nature and encourage experimental and exploratory learning with children using and taking ownership of their artbook (from year 1) to document their ideas.

Our Art and Design curriculum ensures teachers, who may lack confidence in their personal artistic knowledge and skills, are provided with opportunities for continuous professional development through online teaching videos and webinars. In addition, there are videos created for children to observe subject specialists to support pupils to practise art skills modelled by experts, ensuring the delivery of Art and Design is ambitious and of the highest quality.

Furthermore, our curriculum promotes and celebrates gender/cultural/ethnic diversity by exploring and learning about different artists, craft-makers and designers from around the world. Thus, providing new and rich opportunities and experiences, to challenge, expand, and increase children's knowledge, understanding, skills and cultural capital.

Where appropriate, Art and Design will be enriched through art projects and local outside agencies being involved in Art and Design projects within the school.

Assessment

Whilst assessing Art and Craft could be considered subjective because it refers to assessing the outcomes of creative processes; there are established sophisticated procedures for assessing children's progression of knowledge and skills using the Progression of Knowledge and Skills documents. However, at Burton Primary School, we understand it is paramount that the Art and Design curriculum is not assessment-driven as this will restrict the breadth of curriculum experience.

Effective assessment of Art and Design must always take place sensitively and pupil voice is an essential and central component to this process. Assessment processes must always reflect the specific knowledge and skill(s) being taught. Therefore, teachers must apply different assessment forms and processes dependent on what is being taught or developed over time.

Teacher Assessment

Effective teachers use assessment for learning in many ways, one of which is sharing the learning objectives and skills with the children so there is a shared understanding of how to be successful in learning. It also provides an agreed set of knowledge and skills to assess learning from.

The most straightforward form of assessment is observation which reveals a great deal about each child's ability and attitude towards Art and Design. Observation provides an invaluable opportunity not only for assessment of learning but also in identifying misconceptions and over-emphasis on certain forms of work to the exclusion of others and therefore, improves future practice.

Observation is a vital tool providing in the moment feedback at the point of learning to foster children's curiosity, imagination and experimentation through specific teacher questioning that supports children to think deeper, take risks in Art and Design and thus, not limit the outcomes. Assessment for learning or formative assessment is also fostered through conversations with the children and noting important information on the lesson plans at the point of learning. Robinson (2011 as cited in Gregory et al., 2020) highlights children's artbooks are a vital part of each child's personal Art and Design learning journey, and it is this element that teachers can assess through active conversations with the child at the point of learning.

Children's work is always be dated with the intended learning objective or title to evidence skill and knowledge progression over time. As artbooks belong to the children and are a part of their personal learning journey, adults will not make any marks in their artbooks.

Early Years

All Art and Design activities are collected in a folder and celebrated as part of each child's Art and Design learning journey. By the end of the EYFS, children are assessed through observation against the 'Fine Motor Skills' and 'Creating with Materials' Early Learning Goals from the EYFS Statutory Framework Art and Design Progression of Skills and Knowledge document to ascertain whether or not they are ready to access the Key Stage 1 National Curriculum.

Key Stage 1 and 2

Teachers in Key Stage 1 and 2 will evidence the development of new skills, knowledge and understanding through conversations with children, personal observations and artbook work against the Art and Design Progression of Skills and Knowledge document. Children will be assessed as exceeding the expectations; meeting them in full or working towards them. At Burton Primary School, these are expressed as 'Working beyond', 'Working at' or 'Working towards'. This will be used to assess progression, inform future planning and to evaluate the extent to which each child has met the expectations as set in the Progression of Skills and Knowledge documents.

Monitoring

Pupil conferencing

Assessment develops knowledge, skills and understanding of Art and Design, especially if learners are actively involved in the process. A classroom environment where children are encouraged to enjoy thinking about their own work and that of their peers will lead to a good quality of peer assessment. A sensitive, supportive and encouraging learning environment that empowers children's voices to not only be heard but respected and utilised through self and peer assessment provides constructive feedback enabling children to independently recognise their personal next steps.

Children should, where appropriate, be encouraged to utilise the Progression of Knowledge and Skills document as a working document to demonstrate their achievement, to support them in successfully

identifying their next steps and thus, direct their own learning journey. This will promote children's growth mind set and build their confidence whilst facilitating them to review and reflect on assessment as a constructive and natural process of improvement. Assessment is a process and therefore, should not be limited to an end product. Both self and peer assessments can be utilised at key points during any creative process to empower children's curiosity, experimentation and imagination. Our Art and Design Curriculum should enhance every child's personal wellbeing, self-esteem and self-worth.

Early Years and Key Stage one children are encouraged to verbalise their personal comments for an adult to write. Children in Key Stage two are encouraged to write personal comments about their work. A vital part of assessment is listening to what the children themselves feel they have learned through meaningful Art and Design experiences.

The role of the Art and Design Subject Leader in Monitoring and Evaluation

The subject leader will:

- Regularly monitor Art and Design throughout the school (at least three times every academic year). This will be through checking lesson planning, observing lessons, artbook look/analysis, scrutinising work, performing pupil interviews/conferencing, gathering assessment data, monitoring curriculum coverage and ensuring good standards of teaching and learning.
- Support colleagues through regular continued professional development in the teaching of Art and Design.
- Support class teachers in assessing their teaching methods and pupils' progress.
- Keep up to date with current developments by attending courses and disseminate information to staff through inset and informal conferencing.
- Offer specialist advice and knowledge for more able and children with SEN/D.
- Seek to enthuse pupils and staff about Art and Design to promote high achievement for all children.
- Advise the Head teacher of any action required (e.g., resources, standards) and keep informed of strengths and weaknesses within the subject, indicating areas for further improvement.
- Organise external agencies in an art week/workshop.
- Develop links with advisory services and outside agencies.
- Responsible for ordering new Art and Design resources for each unit.
- Purchase, organise and maintain teaching resources and manage a delegated budget.
- Raise funds for additional Art and Design requirements, namely through Christmas card fundraising.
- Monitor the school display environment and support/advise as necessary.

Impact

Our curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only gain knowledge and skills, but will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

At Burton Primary School, the impact of our curriculum is demonstrated through:

- Children achieving the outcomes/expectations outlined in Early Learning Goals taken from Development Matters and the EYFS Statutory Framework and the National curriculum aims for Art and design.
- By the end of Reception and each Key Stage, children apply skills and the knowledge they have been taught so that they are proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Children are confident to express their opinions on different examples of artworks.
- Children are increasingly involved in the journey of their artwork rather than a final outcome.
- Children are confident to try out new ideas building their resilience.
- Children recognise and value themselves as artists.
- Children work with increasing skills and confidence using different art mediums.
- Children retain knowledge about artists, craft-makers and designers and can evaluate and analyse creative works using subject-specific language.
- Children show increasing pride in their artbooks and valuing their creative journeys through exploring and recording their ideas and experiences.
- Adults and children become more aware of the process of art rather than the final outcomes.
- Displays in school showcase the process of artwork demonstrating the development of skills across the school rather than just the artwork outcome.
- Children will leave Burton Primary School valuing and believing in themselves as artists who are curious, imaginative and creative to continue their Art and Design learning at Key Stage 3 and beyond. In addition, recognising that inventing, experimenting, being inspired by artists/craft-makers/designers and having fun is all part of the art process.

Resources

All Art and Design resources are stored in the Art Cupboard in the school hall. All staff are responsible for keeping the Art and Design cupboard in an organised and tidy manner.

Displays

The school places high priority on displaying the children's artworks, not only to celebrate each child's achievement but also for children to feel a sense of ownership and empowerment in their school. There are many displays around the school which are permanent or reoccurring.

Art and Design displays are used for a variety of purposes:

- Improve the school environment
- A celebration of Art and Design
- Communication and pupil voice
- School is for children so children's Art, Craft and Design should reflect ownership
- Present information
- Encourage pupil participation
- Demonstrate process
- Focus attention
- Reinforce learning
- Confirm values and vision of school

Health and Safety

- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times
- Children should be taught to respect the equipment they are using and keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.
- All jewellery should be removed and hair tied back when using more challenging tools and equipment.
- All safety equipment should be worn during tasks.
- Only Key Stage 2 pupils should use glue guns, craft knives, fabric scissors etc. Any use of these items in Key Stage 1 should be completed by an adult.

Policy Review

The Art and Design Policy will be reviewed by the subject leader in June 2028 or before if appropriate.

Mrs E. Castro (June 2025)

Art and Design Subject Leader

References:

Bowden, J., S. Ogier & Gregory, P. (2013) *'Art and Design Primary Coordinator's Handbook'*, Collins. Department of Education

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The National Society for Education in Art and Design (2014) *'The National Curriculum for Art and Design Guidance: EYFS, Primary KS1-2. A Framework for Progression, Planning for Learning, Assessment, Recording and Reporting'* Members of the NSEAD Curriculum Writing Group.

This policy was adopted by the Curriculum Committee Governing Body on: 2.7.25

Chair of Governing Body:	A. Hibbert	Date:	2.7.25
Head teacher:	A Timmings	Date:	2.7.25
Date of Policy	2.7.25	Review Date	1.7.28