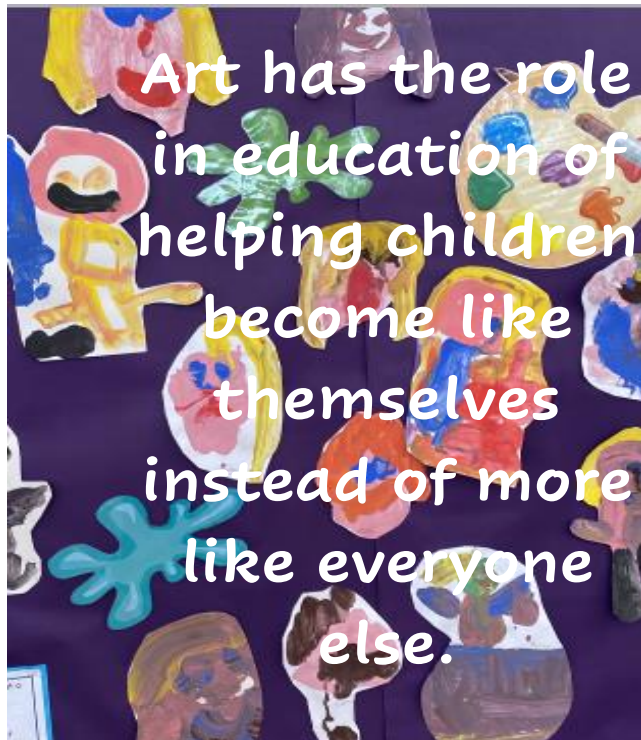




Art and Design Policy



To be reviewed: Summer 2026

Rationale and Intent

At Dothill Primary School we recognise the importance of art and design and the creative opportunities it gives to our pupils. Pupils are taught a wide range of art and design techniques which empower them to explore their own imaginations and to develop their own sense of creative identity. We are committed to enabling children to recognise the importance of art and design throughout different cultures in the wider world and the impact that art and design work can have.

Our principle aims, following the National Curriculum in England for art and design are for pupils to:

- 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.

The core of our art and design curriculum is the National Curriculum for England.

A broad and balanced creatively driven art curriculum, helps our pupils to develop a creative flair and imagination and gives pupils a better understanding and knowledge of cultural capital and the value art has in society.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality, ambitious art and design curriculum that is both challenging, enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Teaching and Learning

Foundation Stage

The EYFS curriculum includes rich opportunities for children to explore how to use a variety of media in useful ways, learning how to hold and use tools effectively and how to manipulate materials to create something new. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their understanding of art and design in both the indoor and outdoor classrooms, bringing nature in to their artwork at every available opportunity.

Key Stage 1 and 2

As pupils move through KS1, they have the opportunities to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Within EYFS and KS1 there is an art and design unit each term. This ensures that pupils are introduced to a range of materials with opportunities given to creatively use drawing, painting, sculpture, collage and printing to develop and share their ideas, experiences and imagination. Across the curriculum pupils learn about

the work of a range of artists, craft makers and designers all especially chosen to demonstrate that creativity is not limited.

Key skills and techniques learnt in KS1 are built upon in KS2, giving pupils the opportunities to master art and design techniques, including drawing, painting, collage and sculpture with a range of materials. Alongside this, they continue to build on their knowledge of great artists, architects and designers in history increasing their understanding of the value of art within society.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

Curriculum Documents for Art and Design can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- Art and Design Curriculum Statement
- Art and Design Curriculum Overview
- Art and Design Progression Document EYFS/KS1
- Art and Design Progression Document Lower KS2
- Art and Design Progression Document Upper KS2
- Art and Design Coverage Document

Planning

Every year group has a yearly curriculum map that outlines the key areas of art and design which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts and techniques. Within this document, key objectives and vocabulary are outlined. Progression documents are used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum.

Assessment

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

At the beginning of each unit of work the pupils will independently take a quick quiz, that will assess to see what they already know. The quick quiz will assess pupils' knowledge of technical vocabulary and key knowledge. This quiz quick will then be taken at the end of the unit of work to show progress.

In Art and Design, pupils are consistently assessing their own work and adapting and developing their ideas as their knowledge increases. Building confidence to critique work they have created to improve is something we take pride in as a school. Teachers assess knowledge retention and use of new skills without imposing ideas, making sure that the child's own creativity is tapped in to, enabling them to blossom into the artists they are as individuals.

Recording

In art and design children's work can take various forms. It may be exploring and developing ideas or producing a piece of work e.g. a piece of sculpture or a painting. Children can record their work individually, as a group or class

Across key Stage One and Two children have a sketch book, where they are given time to research and read about a range of artists and different techniques that are used by artist. Sketch books are used to allow pupils to experiment with new technique using a range of mediums over the primary phase. The sketch book will show a progression of lessons leading to a final piece where pupils have made decisions on the design of their final piece. Practical lesson will be recoded with photographs and annotated to explain the key learning that has taken place. In many units of work pupils will complete a final piece that will be displayed in an 'art galleries' at school where parents will be invited in to view their work.

Examples of children's work may also be displayed in classrooms or in year group corridors to share with others.

Resources

It is the responsibility of each adult to keep art and design resources neat and tidy, to inform the co-ordinator termly if any resources need replacing and to ensure materials are cleaned correctly after use. Other waste from used resources should be recycled accordingly. Alongside books in school, the Shropshire Library Service provides a variety of texts and picture poster packs which staff can request to borrow for a term. Teachers will be expected to order books that relate to the unit of work, for example, the artist, the technique, or the period in art in which they are leaning about. Books and resources can either be ordered online and delivered by the library service or teachers may visit the library in person to choose specific books. The Shropshire Library Service will arrange for items to be returned at the end of each term. Artefacts are also available from the Shropshire Library Service for loan at a cost.

Role of the Subject Leader

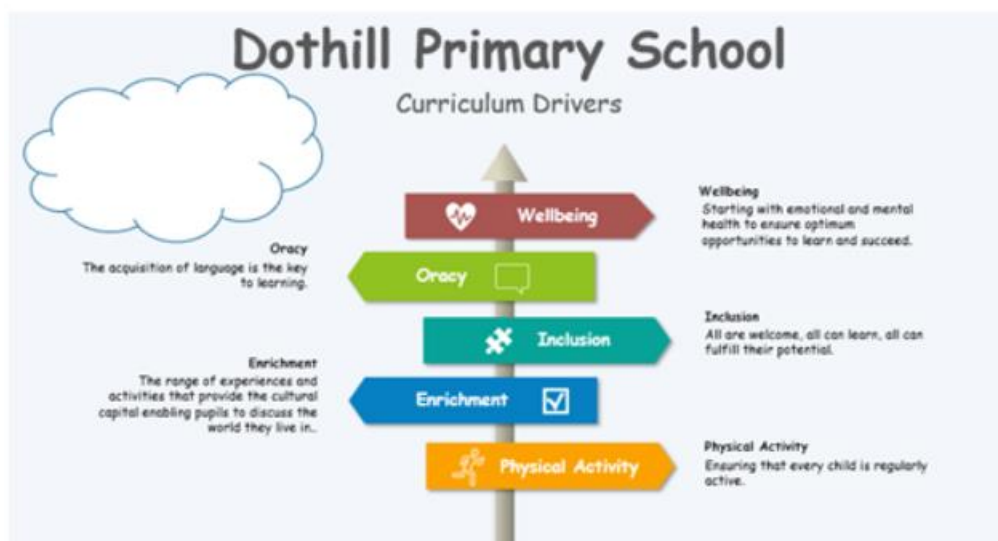
The role of the subject leader is to:

- Audit, identify, purchase, and organise all art and design resources ensuring that they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and scheme of work
- Advise and support staff in the planning and teaching of art and design and developing their subject knowledge.
- Monitor the teaching and learning of art and design through learning walks. work scrutiny, the monitoring of planning and pupil voice.

- Monitor outcomes for pupils and track pupil progress.
- Use feedback from monitoring to develop an action plan for art and design with realistic and developmental targets.
- To ensure that 'art galleries' art set up in school to share artwork with the whole school community, including parents.
- Encourage staff to celebrate art and design by displaying work in classrooms and around school.
- Report to SLT and Governors

Curriculum Drivers

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In art and design enrichment includes visits to our local area and Dothill nature reserve, outdoor creative lessons which enable the children to utilise natural resources and sharing of work between year groups including whole school art galleries. Art and design is also referenced throughout the curriculum on trips and visits across the whole school.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values – happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness – we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In art and design we encourage children to explore their creativity, giving them the skills they need to develop confidence in expressing their own ideas and messages in a variety of ways.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In art and design oracy is developed through the children learning to articulate their feelings towards a range of creative work both of their own and when exploring the work of other artists. Children learn to evaluate their work and the

work of their peers through discussion and celebrations. Importance is placed on being able to articulate the processes that have been used to create and develop a piece of art over time.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into art and design through exploring and manipulating a variety of media. We often stand and use our whole bodies to create pieces of art.

Inclusion – All pupils participate in art and design. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our art and design curriculum we aim to provide pupils with opportunities to explore and develop their own values while developing a positive and caring attitude towards others. Art and design offers opportunities for pupils to develop an understanding of their own cultural traditions and an appreciation of the diversity and richness of all cultures.

Spiritual: Art and Design supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and producing a range of art pieces. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'.

Moral: Art and Design supports moral development by raising awareness of moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers and use the resources they have around them to design and create a piece of art.

Social: Art and Design supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. It also promotes equality and gives pupils opportunities to discuss the world of art and consider the role of an artist in society. As well as listening to others and their opinions of what is art and what makes a good piece. Art is very opinion based and discussion will allow pupils to understand how we can have different opinions and ideas

that are all valuable points to be made. Pupils will study a range of artist from different periods in time, and art from both men and woman.

Cultural: Art and Design supports cultural development by encouraging children to reflect on a range of art and artists, the diversity of materials and ways in which they have been used to create a piece of artwork. It investigates how different cultures have contributed to art and reflects on a range of art, artists and periods of time. Children will observe and use techniques from different colours and study artist from all around the world.

Use of ICT

Information and communication technology enhances the teaching of art and design wherever appropriate in all key stages. Children will use iPads and laptops to research artist and techniques as well as to record their own work through photographs. ICT can also be used to produce pieces of art work to allow pupils to compare and contrast media against practical art.

Online Safety

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.

Equal Opportunities

Equal opportunities are considered when we decide upon the teaching strategies that we employ and the resources that we provide. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff and time to contribute to whole class and group work.

Impact

The impact of our art and design curriculum is that:

- Our pupils love being creative and can explain the importance of the subject in their everyday lives. They can also explain how the subject will help them in their future careers.
- Our pupils have a sound understanding of the knowledge and skills they have been taught which prepares them for their next stage of education.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work which pupils clearly take pride with.
- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leaders have a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be.