



Art and Design Policy

September 2025

Dated: Autumn Term 2025

Review Date: Summer Term 2026

1. Introduction

Art is concerned with a creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Fundamentally Art involves two crucial elements: creation and evaluation. The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of art in society. In teaching Art at Firs Primary School our principle aim is to ensure that all children will build upon their natural enjoyment in visual communication and to see themselves as artists while finding a sense of purpose, achievement and fulfilment in artistic expression within a multicultural society.

2. Aims

Art and Design and Firs Primary School aims to support pupils to:

Development

- Develop skills in mark making and using different tools and materials.
- Use a range of materials and techniques competently.
- Using imagination, creativity and originality in work.

Vocabulary

- Understand and use appropriate vocabulary when engaging in class discussions.
- Utilise new vocabulary in written evaluations.

Primary Sources

- Expose children to a wide range of primary sources – real life observations and photographs from different settings and environments.
- Allow children time to observe, discuss and reflect on primary sources to form a basis for some of their own art.

Secondary Sources

- Appreciate and evaluate the work of a range of artists from their own and other cultures.
- Gain knowledge of the variety of styles and forms used by artists across a range of cultures and times.
- Gain a wider understanding and enjoyment for Art.

Planning and Designing

- Recognise the importance of the process of planning and designing.
- Develop ideas and designs in a reflective sketchbook.

Applying

- Feel able to express their ideas and feelings through imaginative creation in both two and three dimensions.
- Identify the techniques and skills used in different pieces of art.
- Confidently apply techniques to art work after experimenting in sketchbooks.

Evaluating

- Become a reflective and thoughtful artist.
- To recognise that art is an ongoing process and that the sketchbook reflects this process.
- Apply appropriate vocabulary to help discuss their own work and that of others.

3. Objective

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging art curriculum, ensuring that teaching and learning in Art and Design are of a consistently high standard.

4. National Curriculum Requirements

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.
- 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.

Subject Content:

Key stage 1 Pupils should be taught:

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

- 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]
- To learn about great artists, architects and designers in history.

5. Inclusion

At Firs Primary School we recognise the importance of art in the curriculum and we aim for each individual to fulfil their creative and artistic potential. Equal opportunities are addressed by the whole school policy and care is taken in Art to provide opportunities for all to experience the diverse activities within the Art curriculum. All children will be taught the skills and knowledge of art as outlined in the subject content. Children will be given lots of opportunities to reflect on work, which will incorporate their own opinions, experiences and cultural identity.

6. Organisation

The objectives for Art and Design are taught within topics, in order to ensure that children are supported to make links in their learning across different subjects. Each phase (KS1, Lower KS2 and Upper KS2) will have **at least** three half terms of art each year (see Progression and Coverage document for more details). Within these topics, art is taught as often as is necessary to ensure that the children have enough time to develop the skills, knowledge and understanding outlined in the Art and Design Progression and Coverage document.

The Progression and Coverage document clarifies:

- Which skills, knowledge and techniques are to be focused on within each topic including; sketchbook skills, artist knowledge, drawing, painting, 3D work, textiles, printing and collage.

- The expectations for learning for each year group within each of these areas
- The vocabulary to be taught and consolidated within each area for each phase

‘Artist Knowledge’ is taught frequently to ensure that children are supported to develop their cultural capital through exposure to great artists from a range of time periods, cultures and genders. Drawing is prioritised as an art technique, as we aim to ensure that all children develop this skill in depth.

In the Early Years Foundation Stage, the art and design techniques set out in the Progression and Coverage document are taught through the provision of adult led activities linked to topics, as well as through the provision of a well resourced creative area to promote high quality child initiated learning opportunities in Expressive Arts and Design.

7. Sketchbooks

All pupils should use their sketchbooks to record their ideas, reflections and a variety of sources throughout the sequence of art teaching. Class teachers are responsible for the content and presentation of the pupils’ sketchbooks. The sketchbooks should track the pupils’ progression of skills during art topics. Each topic should be clearly labelled, explaining what artists and skills are being taught. Teachers should also keep photographic evidence of final pieces of work which should then be included in the ‘Whole Class Topic Book’, which demonstrates learning in different subjects within each topic.

Final compositions in drawing and painting should be completed on high quality art paper. At the end of each Art topic the teachers may select pieces of work to use for displays.

8. Assessing Progress Attainment from the National Curriculum:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Feedback to pupils, where appropriate, about their own progress is evident in sketchbooks, displays and through verbal discussions with their teacher.

At the end of each topic in which art is taught, teachers assess pupils against the expectations set out in the Art and Design Progression and Coverage document.

9. Resources

Each key stage phase has their own curriculum budget which is used to purchase any topic specific art materials and resources. Resources to be used by the whole school, including; sketchbooks, high quality art paper, powder paints etc are order by the Art and Design lead and stored in the Art Cupboard.

10. Continuing Professional Development

Professional development opportunities may be arranged as and when deemed necessary by the Art and Design lead in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching. The school have currently employed a specialist art teacher who supports with the planning and teaching of Art across the school.

Teacher subject knowledge is additionally supported by the Progression and Coverage in Art and Design document, which makes clear the key vocabulary and skills to be taught in each topic.

11. Monitoring

Teaching and learning in Art and Design is monitored by the Art lead through sketch book, lesson visits, monitoring of display work and teacher and pupil voice.

The Art lead ensures consistency and high expectations for teaching and learning in art by providing teachers with a list of non-negotiables. These are used to 'RAG rate' provision in the subject.

Teaching and learning in Art and Design is also monitored through lesson visits carried out by the senior leadership team. The Art and Design coordinator will accompany the senior leaders during these visits wherever possible.

12. Review and Adoption

This policy will be reviewed annually, and was last reviewed by the Art and Design Lead in September 2025.