



Art and Design Policy

Autumn Term 2025

Review frequency:	Every three years	Review date:	Autumn Term 2028
Governing committee responsible:	Pupils, Strategy & Resources committee		
Governor approval:	No	Website:	Yes
Staff responsible:	Subject Leader Head Teacher	Date produced:	Autumn Term 2025

Introduction:

Purpose:

We introduced a new scheme for teaching Art and design and Design and Technology in 2024/2025. The new curriculum for Art and Design 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 our regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve. The impact of the new scheme can be constantly monitored through both formative and summative assessment opportunities. After the implementation of Kapow Primary's Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

Our curriculum alternates between Art and design and Design and technology each half term, ensuring objectives from both curriculum areas of covered.

Aims and principles:

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

To fulfil the requirements of The National Curriculum in Art and Design, we aim to:

- Build on the artistic skills, experience and understanding which the child already possesses.
- Encourage the child to find enjoyment, fulfilment, and achievement throughout art, craft and design and see themselves as artists, designers and craft workers.
- Develop skills to use a range of materials, techniques and tools effectively and competently.
- Feel able to express their ideas, feelings and experiences from life and society creatively.
- Develop an appropriate vocabulary to help them discuss their own work and that of others.
- Appreciate and evaluate the work of a range of artists from theirs and other cultures.
- Develop accuracy and patience whilst working in any form of artistic medium.
- See the presentation of all forms of work, written or pictorial as an art form and to develop graphic art styles to improve the appearance of their work.
- Enable children to express inner feelings and concerns.

Procedures and practice:

Intent

At Clarborough Primary School, we value and are dedicated to the teaching of Art and Design. We see this as a fundamental part of school life.

By following Kapow's Art and design scheme of work, we intend to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Implementation

Our revised scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

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

See the document 'National curriculum mapping' which shows which units cover each of the National curriculum attainment targets as well as each of the strands.

See the document 'Progression of knowledge and skills' which shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

The Art and design units are fully scaffold and support essential and age appropriate, sequenced learning, and we have been flexible where possible to adapt cross-curricular links with our Clarbrough Curriculum, for example the year three unit 'Craft and design: Ancient Egyptian scrolls' is taught alongside the Clarbrough Curriculum unit 'Ancient Egyptians'.

Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. The scheme supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

Below are the Art and design units covered in each year group, each term. Half of each term has an Art and design unit and the other half term has a Design and Technology unit:

	Autumn Term		Spring Term		Summer Term	
	Art and Design	Design and technology	Art and Design	Design and technology	Art and Design	Design and technology
Year 1	Drawing: Exploring line and shape	Structures: Constructing windmills	Sculpture and 3D: Paper play	Textiles: Puppets	Painting and mixed media: Colour splash	Cooking and nutrition: Smoothies
Year 2	Drawing: Understanding tone and texture	Structures: Baby bear's chair	Painting and mixed media: Life in colour	Mechanisms: Fairground wheel	Sculpture and 3D: Clay houses	Mechanisms: Making a moving monster
Year 3	Drawing: Developing drawing skills	Cooking and Nutrition: Eating seasonally	Craft and design: Ancient Egyptian scrolls	Digital world: Wearable technology	Sculpture and 3D: Abstract shape and space	Structures: Constructing a castle

Year 4	Drawing: Exploring tone, texture and proportion	Structures: Bridges	Painting and mixed media: Light and dark	Mechanical systems: Mechanical cars	Craft and design: Fabric of nature	Electrical systems: Torches
Year 5	Sculpture and 3D: Interactive instillation	Electrical systems: Doodlers	Drawing: Depth, emotion and movement	Mechanical systems: Gears and pulleys	Painting and mixed media: Portraits	Cooking and nutrition: Developing a recipe
Year 6	Craft and design: Photo opportunity	Textiles: Bags/ Waistcoats	Drawing: Expressive ideas	Structures: Playgrounds	Sculpture and 3D: Making memories	Digital world: Navigating the world

Impact

The Art and design 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 our regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve. The impact can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child. After the implementation of Kapow Primary's Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond. The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
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Roles and responsibilities:

Governors:

The Governors ensure this policy links to the whole school approach to teaching and learning and have approved this policy.

Head teacher:

To ensure staff adhere to and uphold the policy.

Teachers:

The teaching of Art and Design are in line with The National Curriculum and should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Teachers use a range of teaching and learning styles including; whole class teaching, talk partners, mixed ability groups, key questioning to promote higher order thinking and discussions and debates. Each year, time is set aside to review standards and monitor curriculum provision to ensure training and resources are up to date.

Pupils:

To demonstrate a conscientious attitude towards their learning of Art and Design with an aim to be the best they can be.

Parents and carers:

To support the teaching and learning of Art and Design, parents and carers are welcomed and invited in to lessons as well as the yearly exhibition created by the pupils. They also support children when completing creative homework linked to our Clarborough Curriculum.

Aspects:

Equal opportunities:

The Art and Design curriculum is differentiated to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Support Plans (ISPs). All necessary adaptations will be made to enable all children to access the curriculum. Art and Design provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression.

Health and Safety:

Visits and fieldwork are an essential part of the Art and Design Curriculum helping to develop artistic knowledge and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and

valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously using Evolve and liaising with the Education Visits coordinator. The pupils' safety and welfare is paramount. Please see the Policy for Educational Visits for detailed information. All teaching staff have also undertaken their 'food hygiene' safety training, essential for planning and delivering the nutrition units in Design and technology.

Sketchbooks

Children are given a sketch pad as they begin in Year 1. They are encouraged to develop the habit of using their sketchbooks for:

- Recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,
- Working out ideas, plans and designs.
- Reference – as they develop ideas for their work
- Looking back at and reflecting on their work, reviewing and identifying their progress.
- As an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Sketchbooks will move through the school as the children progress from one year to another, and across key stages. From September 2025, we introduced separate sketch pads for Art and Design and Design and Technology.

Assessment:

As good practitioners we are continually assessing our pupils at Clarborough Primary School. All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the Art and Design co-ordinator on a termly basis. Children's attainment in Art and Design will be recorded each term using the 'Assessing Foundation Subjects' document on FFT. The objectives are in line with the units taught. Furthermore, the assessment of the children's work, skills and knowledge will be measured against the following:

- Written work.
- Questions and answers.
- Whole class and group discussions.
- Discussion between individual children and the teacher observation.
- Comparison with relevant level descriptors.
- Comparison with key stage programmes of study.

Monitoring and evaluation:

The Art and Design co-ordinator is also responsible for the ongoing monitoring cycle. Every term they will carry out book scrutinies, monitor planning for coverage and pupil voice

interviews. Here feedback will be collected, evaluated and then shared with staff to help inform their planning.

Conclusion:

The Art and Design co-ordinator is also responsible for the production and implementation of the action plan. The Art and Design co-ordinator is responsible for the curriculum mapping for the subject and for providing detailed resources. The subject leader will also report to governors over each year with detailed information of this subject, including attainment and progress across the school as well as progress towards objectives in the yearly action plan.