Art & Design Policy

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Date of Issue:	September 2026
Review Date:	September 2027

Teaching and Learning in Art & Design

Subject Identity: Art & Design

Fingerprint Statement

Art & Design is a subject that develops creativity, self-expression and visual thinking, enabling pupils to explore and communicate their ideas, experiences and emotions. Through drawing, making and evaluating, pupils build practical skills while learning that the creative process is as important as the final outcome. By studying the work of artists, designers and makers, pupils are inspired to experiment, make informed aesthetic judgements and develop personal responses to the world around them. Art & Design encourages curiosity, confidence and reflection, helping pupils to understand and appreciate the diverse ways in which people express themselves through visual media.

Core Concepts and Themes

Art & Design is rooted in creative expression and the communication of ideas through visual language.

The key concepts are:

- **Generating Ideas** – using imagination, curiosity and creative thinking to explore possibilities and develop personal responses
- **Making** – developing skill and confidence with a range of materials, tools and techniques
- **Evaluating** – reflecting on, refining and responding to their own work and the work of others
- **Visual Language** – understanding how line, colour, form, texture and composition are used to communicate meaning
- **Cultural Understanding** – recognising that art is shaped by time, place and people

Together, these concepts support pupils in developing creativity, practical skill and confidence as artists. They help pupils to express ideas visually, make thoughtful creative choices, respond to the work of artists and understand how art reflects different cultures, contexts and viewpoints.

Disciplinary Ways of Working

Art & Design develops pupils' creative and visual thinking through generating ideas, making thoughtfully and evaluating outcomes.

These foundations are brought together through the artistic thinking, which represents the disciplinary approach of the subject. Pupils are taught to think and work as artists, designers and makers by engaging in the creative process and using visual language to explore, communicate and refine ideas.

This includes:

- **Creative making and visual thinking** to develop and communicate ideas
- **Imagining** possibilities through curiosity, experimentation and personal response
- **Making** using materials, tools and techniques with increasing skill and intention
- **Refining** work by adapting ideas, improving techniques and responding to feedback
- **Reflecting** on their own work and the work of others to make thoughtful creative choices

- **Using visual language**, including line, colour, form, texture and composition, to express meaning and aesthetic judgement

Through this approach, Art & Design enables pupils to understand that creativity is an iterative process of imagining, making, refining and reflecting. Pupils learn to think visually, make purposeful decisions and develop confidence in expressing their ideas through a range of artistic forms and media.

Teaching and Learning Documentation

To ensure clarity, consistency and effective communication across all subject areas, key documentation is developed by the Subject Leader and shared with relevant teaching staff. This documentation includes:

1. **Subject Policy**
2. **Curriculum Rationale**
3. **Unit of Study Overview**
4. **Knowledge and Skills Overview**
5. **Working Plan**

Collectively, these documents outline the intent, coverage and implementation of each wider curriculum subject, supporting high-quality teaching and ensuring a coherent and progressive learning experience for all pupils.

Subject Leadership Documentation

Subject Leaders are responsible for monitoring and evaluating the effectiveness of their subject throughout the academic year. To ensure this is carried out systematically and with impact, the following key documentation is maintained and reviewed regularly:

1. **Subject Audit**
   An annual audit is completed to evaluate the overall effectiveness of the subject. This includes a RAG rating to identify strengths and areas for development, and to inform priorities for the year ahead.
2. **Subject Action Plan**
   A focused three-point action plan is developed, informed by both the School Development Plan and outcomes from the subject audit. This outlines clear next steps to support ongoing improvement and raise standards within the subject.
3. **Learning Enquiry**
   As part of the school's monitoring cycle, the Learning Enquiry process ensures a robust evaluation of the subject. This includes a range of activities such as book looks, learning walks, planning and resource checks, pupil voice and staff voice. Findings are collated, shared with relevant staff, and used to inform subsequent actions and next steps.

Delivery of Art & Design

Our curriculum is structured to create purposeful links between subject areas within *The Arts* and *The Humanities*. The following pairings are in place:

- Art & Design and Geography
- History and Design & Technology

This approach ensures that each year group studies one 'Arts' subject alongside one 'Humanities' subject for a block, before alternating to the complementary pairing in the following block. As a result, pupils experience three focused blocks of learning in each subject across the academic year.

The specific structure of delivery varies between year groups to ensure that all subjects are taught at different points across the academy throughout the academic year. This staggered approach supports effective curriculum coverage, resource management and subject leadership oversight.

Lesson Content

To support the development of a secure foundation in Art & Design, key lesson components have been established alongside teaching proformas to ensure consistency and clarity in delivery across all classes.

These components include:

- **"What is Art & Design?" statement**
  At the start of each lesson, pupils are reminded of the definition of the subject: "Art is exploring ideas by experimenting and creating works of art using a range of skills and materials."
- **"Why learn Art & Design?"**
  Pupils are explicitly reminded of the key skills developed through the subject, visual thinking, making, refining and evaluating. This may involve exploring materials, tools and techniques, using visual language when applying the formal elements of Art & Design, and studying the work of artists, designers and makers to inspire and inform their own ideas. Pupils are encouraged to understand the wider purpose and relevance of Art & Design as a way of communicating ideas, developing personal responses, making aesthetic judgements and recognising how art is shaped by time, place and people.
- **Comparative units and fieldwork**
  Where applicable, the focus and purpose of comparative units and fieldwork are clearly identified within lesson materials, ensuring pupils understand the intent and context of their learning.
- **"Can I…?" statement**
  Children will use a sticker in their sketchbook (where required for lessons) identifying the date and "Can I…?" statement.
- **"Skills of an Artist"**
  Children are reminded of key skills that are commonly used in this subject area: painting, drawing, sketching, sculpture, collage, print, digital media and using visual language.
- **Interactive Lessons**
  All Art lessons are interactive, ensuring that children are engaged and eager to participate. Curiosity and experimentation with media and materials is encouraged and celebrated, enabling children to use problem solving and enquiry skills as a vital part of their artistic journey.
- **Key vocabulary**
  Carefully selected, subject-specific vocabulary is introduced, discussed and clarified within each lesson. Teachers facilitate purposeful talk to ensure pupils can confidently use and apply this terminology.
- **Teaching Toolkit strategies**
  High-quality teaching is underpinned by the effective use of agreed Teaching Toolkit strategies. These include modelling, retrieval practice, adaptive teaching, precise assessment and opportunities for purposeful reflection, all of which support strong learning outcomes.

Performance and Learning Evidence

The systematic collation of evidence is essential in supporting pupils' learning and enabling effective monitoring of teaching and learning by subject leaders and senior leaders. To ensure Art & Design learning is captured consistently and meaningfully across the school, the following approaches are in place:

- **Nursery & Reception**
  Curriculum floorbooks are used to capture shared learning experiences, discussions and outcomes throughout Play to Learn sessions.
- **Year 1**
  A combination of Team Art & Design floorbooks and Earwig is used to document both collaborative and individual learning.
  Year 2 – 6

Individual Art & Design sketchbooks are used alongside Earwig to provide a comprehensive record of pupils' knowledge, skills and progression over time.

Please note: *Earwig is an online platform used to capture and store evidence of learning, including class discussions, activities and outcomes. It supports the documentation of pupils' developing knowledge and skills across the curriculum.*

Assessment

In line with the school's Marking and Feedback Policy, adults are expected to use ongoing formative assessment throughout the learning sequence. This ensures teaching is proactive and responsive to the needs of all pupils. Feedback may be delivered verbally and should support pupils in making progress within the lesson and over time.

Throughout Art & Design lessons, adults use sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Adults assess children after each project, based on the knowledge and skills they have demonstrated over time with a focus on the progress they have made. This process uses evidence from the child's sketchbook and observation carried out over time (recorded in the adult's floor book/sketchbook). This enables the adult to make judgements on the pupils' retention and depth of knowledge and skills.

Pupils identified as 'working below' National Curriculum expectations are recorded within the Wider Curriculum Assessment grids, alongside a brief commentary to support the identification and monitoring of gaps in learning across the curriculum.