

# Vaughan Primary School



## Art and Design Policy

Date policy last reviewed:	Spring 2025
Date of next review:	Spring 2027

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**Statement of intent**

Vaughan Primary School recognises the importance of art and design education and its role in engaging, inspiring and challenging pupils. This policy will ensure the school complies with the national curriculum and helps to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: art and design programmes of study'
- DfE (2024) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Curriculum Policy
- Educational Visits and School Trips Policy
- Health and Safety Policy

## **2. Roles and responsibilities**

The curriculum lead will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's art and design curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the art and design curriculum.

The art and design lead will be responsible for:

- Preparing policy documents, curriculum overviews and schemes of work for art and design with the support of the curriculum lead
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of art and design, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all art and design resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of art and design to other curriculum areas.
- Organising art week and exhibition to showcase skills and creativity.

Teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the art and design lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the art and design lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

The SENCO will be responsible for:

- Liaising with the art and design lead to ensure the curriculum meets the needs of pupils with SEND.
- Arranging staff training regarding delivering the art and design curriculum for pupils with SEND.
- Advising staff on how to support the needs of pupils with SEND.

### **3. The national curriculum**

The national curriculum will be followed for all art and design teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the art and design aspects of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. **Communication and language:** listening, attention and understanding; and speaking.
2. **Personal, social and emotional development:** self-regulation, managing self, and building relationships.
3. **Physical development:** gross motor skills and fine motor skills.
4. **Literacy:** comprehension, word reading, and writing.
5. **Mathematics:** number and numerical patterns.
6. **Understanding the world:** past and present; people, culture and communities; and the natural world.
7. **Expressive arts and design:** creating with materials; and being imaginative and expressive.

Pupils will be provided with regular opportunities to engage with art, enabling them to explore and play with a wide range of media and materials. Pupils in reception will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

During Years 1 and 2, pupils will 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 range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Years 3–6, pupils will 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 develop 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, e.g. pencil, charcoal, paint, clay.
- About diverse artists, architects, relevant artists and designers in history.

#### **4. Cross-curricular links**

Where possible, the art and design curriculum will provide opportunities to establish links with other curriculum areas. This includes:

##### **English**

- Pupils are encouraged to ask and answer questions about the starting points for their work.

- Pupils can compare ideas, methods and approaches in their work with their peers.
- Pupils can utilise art when creating stories if relevant.
- Writing in art week

## **Maths**

- Pupils can use their understanding of shape, space and measurement.

## **Science**

- Pupils use their understanding of how materials behave
- Develop their understanding of texture
- Pupils have the opportunity to use natural, recycled resources

## **ICT**

- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to research artists and designers.

## **Through the scheme of work**

- Encouraging diverse social skills through collaborative group projects, embracing ideas from various backgrounds.
- Fostering a classroom community through shared appreciation of art, promoting participation and cooperation. Using art to explore conflicts, teaching respectful expression and active listening.
- Introducing diverse art and design, promoting respect and tolerance for different beliefs.
- Inspiring positive contributions to the classroom and community through creative skills.

Art and design curriculum contributes to the Cultural development of pupils by:

- Introducing diverse art and design forms, fostering cultural understanding and appreciation.
- Promoting artwork reflecting pupils' cultural backgrounds, creating an inclusive and respectful learning environment.

- Studying globally renowned artists from diverse backgrounds, highlighting shared human creativity.
- Exploring cultural significance, fostering respect for faiths, diversity, and the influences of British history.
- Connecting art to key events, enhancing understanding of cultural diversity.

## **5. Teaching and assessment**

### **Lesson planning**

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Throughout the school, art and design will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'Art and design programmes of study: key stages 1 and 2', as outlined above, is the starting point for their planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Long-term planning will be used to outline the units to be taught within each year group. Medium-term planning will be used to outline the skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment, identifying learning objectives, main learning activities and differentiation. Short-term planning will be used flexibly to reflect the objective of the lesson, and the success criteria, building on medium-term planning and taking into account pupils' needs.

### **Teaching**

A mixture of whole-class teaching, group work and individual activities will be used. Pupils will be given the opportunity to work independently and collaborate with others.



A variety of teaching and learning approaches will be utilised in art and design lessons. Approaches will be matched to the activity and needs of the pupils in the class.

Teachers will work with the art and design lead to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability and needs of pupils.
- Setting tasks of varying difficulty, depending on the ability and needs of the class.

Teachers will ensure they make the curriculum accessible to all learners. Where relevant they will support pupils to make connections to their cultural backgrounds, celebrate diversity and any shared languages by making links to their learning.

### **Resources**

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources.

### **Health and safety**

Appropriate risk assessments will be conducted for art and design lessons – control measures will be implemented to ensure activities can be undertaken safely.

Pupils will be taught how to use art and design tools and equipment appropriately.

### **Assessment**

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Assessment in art and design will be based upon pupils' skills, knowledge and understanding.

Pupils will be assessed continually throughout the year and will undertake a summative assessment at the end of term. Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. The results of end-of-year summative assessments will be passed to relevant members of staff, such as the pupil's future teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Parents will be provided with a written report about their child's progress during the Summer term every year.

## **6. Equal opportunities**

All pupils will be given equal access to the entire art and design curriculum.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the art and design curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary

The school will provide more academically able pupils with the opportunity to extend their art and design studies through extension activities.

## **7. Monitoring and review of the policy**

This policy will be reviewed on a biennial basis by the curriculum and art and design lead. The next scheduled reviewed for this policy is Spring 2027.

Any changes made to this policy will be communicated to teachers and other relevant staff.