



Aspiration and Achievement for All

Art and Design Policy 2025

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16th June 2025

“Every Child is an Artist” Pablo Picasso.

Subject Leader

The subject leader for Art and Design is Harriet Whitehand (New Road Primary and Nursery School)
Ali Prince (Park Lane Primary and Nursery School)

Statement of Intent

We feel that in Art all pupils will have the opportunity to express themselves artistically. Our curriculum is designed to deliver a high-quality education that engages, inspires and challenges all pupils. We believe the subject provides an essential opportunity for children to embrace their creative side whilst developing a wide range of knowledge and skills. Pupils are encouraged to develop their ideas through a hands on approach, practising, improving and developing their skills using a range of mediums. It gives every child the chance to excel in something, achieve objectives, and produce pieces of work that they value and are proud of whilst they enjoy themselves. We encourage pupils at New Road to have a growth mind set and celebrate mistakes to ensure pupils become more resilient, inspiring them to become lifelong creative learners.

Aims

Our aims for Art and Design are based on 3 ambitions.

1. Children are provided with the NSEAD recommendations of ‘MIKE’ which ensures:

M – children are given opportunities to **m**ake, develop skills and techniques using a range of mediums.

I – children are given opportunities to develop **i**deas, where they can use creativity and imagination, whilst communicating ideas, opinions and feelings.

K- children have the **k**nowledge and understanding of the work of artists, designers and craft workers from a variety of cultures by visiting galleries, museums and in the local environment, as well as meeting artists.

E –children can **e**valuate Art work, both their own and others critically.

2. Children are building on skills and knowledge from Reception to Year 6 to ensure coverage and consistency to prepare them for secondary education.
3. Children enjoy Art and Design and feel that their achievements are being celebrated.

Curriculum Delivery

Class teachers will be responsible for the delivery of Art and Design using the topics set out in the cornerstones units whilst using the progression of skills document. Art is to be planned and taught using the 4 fundamentals, ‘making, ideas, knowledge and evaluation’. In order for breadth and balance, continuity and progression, each year group will have the opportunity to develop skills in: drawing, painting, collage, printing, craft making and computing, building on these each year. Art is to be delivered during art lessons each week throughout alternate topics. The children will have the opportunity to work individually, in small groups and as a whole class in their classrooms, in areas around and outside the school. Sketch books will be used throughout the school as a record of children’s learning (see sketchbook guidance).

Teaching Approach

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.

2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

The Curriculum

(Please also refer to the School's Curriculum Policy)

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for art and design.

Teachers are expected to teach art and design for up to one hour each week (every other half term).

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Edward Tinga Tinga - Printing Animal Skin Effects		Van Gogh – Blossom Trees		Giuseppe Arcimboldo - Fruit and Vegetable Portraits
Year 2	Michael Tompsett High Street/City Scapes - Painting		Aboriginal Art - Dot Painting		Hokusei - Japanese Wave Painting	
Year 3		Bridgett Riley Computer Generated Art		Georgia Okeefe Botanical Drawings		Seed Head Sculptures
Year 4	Ancient Greeks - Silhouette Painting		James Green - Whittlesey Landscapes		Volcano 3D Collage	
Year 5		Contemporary Fen Painting – Nick Tearle		9 th Century Scandinavian Art		Anthony Gormley - The Gorms
Year 6	David Goodsell Micro- organism Painting		Henry Moore - Underground		Andy Warhol Style Wind Turbine Painting	

Assessment, Monitoring and Evaluating

Class teachers will be responsible for the assessment and recording of pupil's art achievements against the lessons learning intentions. Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. Peer assessment will also be used as a tool to suggest ideas. In all year groups, children are required to show progression in their sketchbook from their starting points and show how the sequence of learning has enabled them to build on what they have learnt. These achievements must be praised and rewarded as would any exceptional achievements in other subjects. In order to avoid distinctions and comparisons between pupils we endeavour to assess sensitively, aiming to recognise achievements of the pupil on an individual level.

Special Education Needs and Differentiation

Art education is one particular area of the Curriculum which allows a great deal of pupil creative expression and non-verbal communication. Therefore, we aim to use the area of Art, Craft and Design as a means of

supporting children with SEN to develop their own learning skills and levels of personal self-esteem. Every effort will be made to adapt all areas of the Art Curriculum to suit the individual needs for children with SEN. We also recognise the valuable role that Art can play for children with emotional and behavioural problems, in both personal and social development.

Equal Opportunities

It is our intention to provide each and every pupil with a broad and balanced art curriculum. A curriculum which also approaches those key issues associated with multi-culture and gender. It is our belief that all children (regardless of their own particular ethnic group) have the same entitlement to a broad and varied multi-cultural art education, an education which provides a unique insight into the historical and contemporary traditions of both their own culture and that of other nationalities. In addition, every effort is made to seek out ways of reinforcing sexual equality within the classroom where both sexes are treated fairly and are provided with the same educational opportunities.

Health and Safety

In teaching certain practical elements of Art to pupils, we recognise that safety is a key issue. All safety precautions must be taken. This is done by recognising health and safety in the classroom organisation and, furthermore, by giving children guidance on how to use the equipment provided. Monitoring the pupils in small groups helps overcome the problems of safety when using potentially dangerous Art equipment.

Monitoring and Review

The art subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in science lesson. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for science in the school.

After monitoring either the books or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required. This policy will be reviewed at least every two years

Review of the Policy

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.