



Farsley Westroyd Primary School

Art and Design Subject Policy

Approved by: Jenny Pashley (Headteacher) Date: January 2025

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1. Purpose of the policy

This policy reflects the aims and values of Farsley Westroyd Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals in art and design education.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment in art and design
- Demonstrate adherence to the National Curriculum objectives and guidelines for art and design
- Provide clear information to parents and carers about what their children will be taught in art and design
- Allow the governing board to monitor the art and design curriculum
- Ensure consistency and continuity in art and design teaching across the school
- Outline our vision for art and design and how we will achieve it
- Support staff in delivering high-quality art and design education
- Foster creativity, expression, and artistic development for all pupils

This policy is available on our school website.

2. Subject vision

At Farsley Westroyd, we use the Kapow Art and Design scheme as a guide to inspire our pupils to become confident and creative thinkers with a strong ability to experiment, invent, and express themselves through art. Our aim is for pupils to develop the confidence to explore their ideas, nurture their individual talents and interests, and express their thoughts about the world around them, while deepening their understanding of art across cultures and through history.

Through our approach to art and design, we aim to foster an appreciation of the diversity of artistic expression and its impact on society and culture. Pupils are encouraged to engage with the works of significant artists, craft makers, and designers from different periods and regions, helping them to understand the role of art in shaping and reflecting the world. This exploration supports children in recognising the value of creativity, the power of visual communication, and the connections between art and other areas of learning.

Art, craft and design embody some of the highest forms of human creativity. 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.

Our Key Principles: Enjoy, Achieve, Believe, Together

Underpinning our art and design curriculum are our key school principles, which shape every aspect of teaching and learning:

ENJOY

At Farsley Westroyd, we aim to create an inspiring and immersive environment where pupils can fully engage with the creative process in Art and Design. By exploring exciting projects, experimenting with diverse materials, and studying influential artists and designers, we encourage pupils to develop a love for artistic expression. Through hands-on activities and imaginative challenges, pupils experience the joy of creating their own works of art, sparking a lifelong passion for creativity and visual exploration.

ACHIEVE

At Farsley Westroyd, our carefully structured Art and Design curriculum ensures that pupils progressively develop their technical skills, artistic knowledge, and ability to evaluate and refine their work. With a focus on mastering formal elements such as line, shape, tone, texture, pattern, and colour, alongside exploring various techniques in drawing, painting, sculpture, and craft, pupils are equipped to achieve their full potential. Tailored guidance and high expectations empower every child to excel creatively, building confidence and paving the way for personal and academic success.

BELIEVE

At Farsley Westroyd, we nurture pupils' confidence in their artistic abilities, helping them to see themselves as creative thinkers and makers. By providing opportunities to experiment, make mistakes, and learn from them in a supportive environment, we encourage pupils to believe in their potential. Through engaging with their own ideas, reflecting on their progress, and drawing inspiration from a wide range of artistic traditions, pupils gain the self-assurance to express their unique vision and embrace their identity as artists.

TOGETHER

At Farsley Westroyd, collaboration is at the heart of our approach to Art and Design. Pupils are encouraged to share ideas, provide constructive feedback, and work together on creative projects. This collective approach fosters a sense of community where every pupil's contributions are valued. By learning from each other's perspectives and skills, pupils not only create more meaningful art but also build essential interpersonal skills, making the creative process a shared and enriching experience for all.

3. Aims and outcomes

Our art and design curriculum supports pupils in building their technical skills while promoting the confidence to experiment with different tools, materials, and techniques. By engaging in a wide range of artistic processes, including drawing, painting, sculpture, and digital media, pupils develop their ability to respond imaginatively and critically to their own work and that of others. Through hands-on learning and reflection, we aim to equip pupils with the skills and mindset needed to conduct their own artistic enquiries and express their unique perspectives.

Aligned with the National Curriculum, our approach ensures pupils meet the end-of-Key-Stage attainment targets in Art and Design. The scheme also incorporates the National Society for Education in Art and Design's progression competencies, ensuring a robust foundation for further learning. In Early Years, our curriculum links to the Expressive Arts and Design Development Matters statements and Early Learning Goals, laying the groundwork for a lifelong appreciation and enjoyment of art.

The national curriculum for art and design aims to ensure that all pupils:

- 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 Strands

At Farsley Westroyd, our Art and Design curriculum is built around five key strands that form the foundation for developing creativity and artistic understanding:

Generating Ideas - Encourages pupils to explore their own thoughts and observations as starting points for creativity, developing the ability to plan, research, and respond to stimuli imaginatively.

Using Sketchbooks - Provides a personal space for experimentation, refinement, and reflection, where pupils can record ideas, try out techniques, and document their creative journey.

Making Skills - Develops technical proficiency through the formal elements of line, shape, tone, texture, pattern, and colour, alongside mastery of various artistic techniques and processes.

Knowledge of Artists - Introduces pupils to diverse artists, craft makers, and designers from various periods and cultures, helping them understand different artistic styles, movements, and the context in which art is created.

Evaluating and Analysing - Fosters critical reflection and constructive feedback, enabling pupils to discuss their own work and that of others using appropriate artistic vocabulary and concepts.

Curriculum Organisation

These strands are delivered through a sequential, spiral curriculum model, with units organised into four core areas:

- **Drawing** - Developing observational skills, mark-making, and various drawing techniques
- **Painting and Mixed-Media** - Exploring colour theory, painting techniques, and combining different media
- **Sculpture and 3D** - Working with three-dimensional forms, materials, and construction techniques
- **Craft and Design** - Engaging with textiles, printmaking, collage, and design principles

This approach allows pupils to revisit and refine skills with increasing complexity, ensuring a thorough understanding of formal elements and creative processes, and enabling pupils to confidently apply their knowledge and skills to varied artistic contexts.

By the time pupils leave the school, they should be able to:

- Produce creative work that demonstrates exploration of ideas and recording of experiences
- Show proficiency in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Demonstrate knowledge about great artists, craft makers and designers from various periods and cultures
- Understand the historical and cultural development of art forms
- Use sketchbooks effectively to develop ideas, experiment with techniques, and reflect on their work

- Apply knowledge of formal elements (line, shape, tone, texture, pattern, colour) purposefully
 - Express their unique vision and perspectives through artistic work
 - Provide constructive feedback and engage in meaningful discussion about art
 - Make connections between art and other areas of learning and life
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4. Teaching and learning

4.1 Teaching Approach

Art and Design is taught in single and mixed-age classes by class teachers. Our curriculum is delivered through the Kapow Primary Art and Design scheme, which provides a comprehensive, skills-based approach to art education. The scheme ensures:

- Clear progression of skills from EYFS through to Year 6
- Coverage of all National Curriculum requirements
- Integration of the five key strands in every unit
- Structured lessons with clear learning objectives and outcomes
- Access to high-quality resources, exemplars, and instructional videos
- Links to significant artists, craft makers, and designers
- Opportunities for cross-curricular connections

By following Kapow Primary's revised Art and Design scheme, we provide pupils with every opportunity to develop their abilities, nurture their creativity, and cultivate a lasting appreciation of art as a form of expression and innovation.

4.2 Lesson Structure

Art and Design lessons typically include:

- An engaging introduction linking to prior learning or introducing a new concept
- Exploration of the work of significant artists, craft makers, or designers
- Direct teaching of techniques, skills, or formal elements
- Demonstration of processes and methods
- Opportunities for experimentation and skill development
- Independent or collaborative creative work
- Time for reflection, evaluation, and discussion
- Development of ideas through sketchbook work

The teaching of art and design might involve:

- Whole-class teaching and demonstrations
- Small group activities and collaborative projects
- Individual creative work and personal expression
- Use of sketchbooks for planning, experimenting, and reflecting
- Handling and exploring different materials and tools
- Looking at and discussing artwork, including digital resources

- Field trips to galleries and museums
- Visiting artists and workshops
- Use of digital media and technology

4.3 Sketchbooks

Sketchbooks are an integral part of our art and design curriculum. Pupils use sketchbooks to:

- Generate and develop ideas
- Experiment with techniques and materials
- Record observations and research
- Practise and refine skills
- Reflect on their work and progress
- Document their creative journey

Sketchbooks belong to the pupils and provide a personal space for creativity, risk-taking, and artistic development. They are valued as working documents rather than pristine presentation books.

4.4 Formal Elements

The formal elements of art form the foundation of our curriculum and are taught progressively:

- **Line** - Types of lines, mark-making, contour, and expression
- **Shape** - Geometric and organic shapes, positive and negative space
- **Tone** - Light and dark, shading, highlights, and shadows
- **Texture** - Visual and tactile texture, surface qualities
- **Pattern** - Repeating elements, rhythm, and design
- **Colour** - Primary, secondary, tertiary colours, colour mixing, warm and cool colours, complementary colours

Pupils revisit these elements throughout their learning with increasing depth and sophistication.

4.5 Differentiation and Support

While all pupils access the same curriculum content, teaching is adapted to meet individual needs through:

- Varied levels of support and scaffolding
- Differentiated expectations and outcomes
- Choice of materials and scale of work
- Additional time or adult support where needed
- Extension activities for more confident artists
- Adapted tools and materials for pupils with physical needs

5. Curriculum overview

Here at Farsley Westroyd Primary School, pupils will follow an art and design curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to experiment, invent, and create. Pupils will develop technical proficiency across drawing, painting, sculpture, and craft, alongside critical thinking and artistic appreciation. Children will know more, remember more and understand more about art and design.

5.1 Early Years Foundation Stage (EYFS)

In the EYFS, art and design is embedded within the Expressive Arts and Design area of learning. Children develop their artistic abilities through a combination of adult-led activities and child-initiated creative play. Our curriculum links to the Development Matters statements and Early Learning Goals, providing a foundation for future artistic learning.

Children engage with art and design through:

- Exploring different materials and tools
- Experimenting with colour, design, texture, form, and function
- Creating representations and narratives
- Developing fine motor skills through mark-making and manipulation of materials
- Sharing their creations with others and talking about their work
- Responding to what they have heard, read, or experienced through creative expression

These experiences foster creativity, imagination, and confidence, building a strong foundation for Key Stage 1 art and design learning.

5.2 Key Stage 1

In KS1, pupils will develop their creativity and imagination through exploring a range of media and materials. They will:

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

Pupils build on their EYFS experiences and begin to develop technical skills and artistic vocabulary.

The topics we teach in art and design are outlined in the long-term plan (see Appendix A). Detailed curriculum coverage can also be found on the school website.

5.3 Key Stage 2

In KS2, pupils will develop their techniques and expand their knowledge and understanding of art and design. They will:

- Create sketchbooks to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

- Learn about great artists, architects and designers in history

Throughout KS2, pupils develop increasing confidence and independence in their artistic work, applying their knowledge of formal elements and techniques to create increasingly sophisticated artwork.

The topics we teach in art and design are outlined in the long-term plan (see Appendix A). Detailed curriculum coverage can also be found on the school website.

5.4 Long-Term Overview

Art and Design is typically taught in blocks, allowing for sustained engagement with projects and the development of skills over time. Units are carefully sequenced to ensure progression and the revisiting of key concepts with increasing complexity.

A detailed breakdown of our yearly curriculum coverage for each year group (Reception through Year 6) can be found in Appendix A.

6. Cross-curricular links

Art and Design shares links with many other subjects across the curriculum, reinforcing the relevance and application of artistic skills:

- **English:** Development of descriptive and evaluative vocabulary, discussing artwork, creating visual narratives, illustration, and exploring art in literature.
- **Mathematics:** Understanding shape, symmetry, pattern, measurement, scale, proportion, and perspective. Geometric design and tessellation.
- **Science:** Observational drawing, natural forms, colour mixing, properties of materials, and visual representation of scientific concepts.
- **Computing:** Digital art and photography, graphic design, image manipulation, animation, and using technology as a creative tool.
- **Design and Technology:** Design principles, planning, prototyping, understanding materials and their properties, and aesthetic considerations.
- **Geography:** Exploring art from different cultures and locations, landscapes, environmental art, and maps as visual communication.
- **History:** Understanding art movements, historical periods through visual culture, portraits, and architecture as historical evidence.
- **PE:** Movement, dance, sculpture, body awareness, and the relationship between physical form and artistic expression.
- **Music:** Pattern, rhythm, mood, expression, album artwork, and the relationship between visual and auditory arts.
- **RE:** Religious art, symbolism, cultural traditions, and art as spiritual expression.
- **PSHE:** Self-expression, identity, emotions, respect for diversity, and art as a means of communication and wellbeing.
- **SMSC:** Developing appreciation for beauty, exploring cultural diversity, considering moral and ethical themes in art, and reflecting on personal responses to artistic work.

These cross-curricular links ensure that pupils see art and design as interconnected with other areas of learning and relevant to understanding the wider world.

7. Assessment and recording

7.1 Assessment

Farsley Westroyd uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next in art and design.

Formative Assessment

Formative art and design assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. Teachers continuously assess pupils' progress through:

- Observation during creative activities and making processes
- Discussion with pupils about their work and ideas
- Review of sketchbooks and development of ideas
- Analysis of finished artwork and evaluation of techniques
- Assessment of pupils' ability to use artistic vocabulary
- Understanding of formal elements and their application
- Use of the Kapow Primary assessment tools

This information informs planning and allows teachers to identify pupils who need additional support or challenge, ensuring all pupils can progress in their artistic development.

Summative Assessment

Summative assessment is completed at key points throughout the year:

- End of unit assessments (Kapow Primary scheme)
- Annual teacher assessment against National Curriculum objectives
- EYFS baseline and end of year assessments against Early Learning Goals

Pupils' attainment in art and design is assessed against National Curriculum objectives. At the end of each school year, pupils will be assessed as:

- Pre-Key Stage (PKS)
- Working Towards the expected standard (WT)
- Working at the Expected standard (EXP)
- Working at Greater Depth (GDS)

Assessment in art and design considers:

- Technical skills and control of materials
- Use and understanding of formal elements
- Ability to generate and develop ideas
- Effective use of sketchbooks
- Knowledge of artists and artistic movements

- Ability to evaluate and analyse artwork
- Creativity, originality, and personal expression

Moderation and Standards

Teachers meet regularly to moderate work and ensure consistency in judgements. Assessment data is analysed to identify trends, celebrate successes, and plan support where needed. The art and design leader works with staff to ensure accurate assessment and maintain high standards.

Feedback

Children receive regular verbal feedback during lessons and through discussion of their work. Written feedback may be provided where appropriate, following the school's marking and feedback policy. Feedback focuses on:

- Specific techniques and skills demonstrated
- Effective use of formal elements
- Development of ideas and creative thinking
- Areas for improvement or further exploration
- Personal achievement and progress

7.2 Recording

In art and design, pupils will record their learning in the following ways:

- Sketchbooks (ongoing throughout each year, belonging to the pupil)
- Individual artwork and projects (displayed, photographed, or stored)
- Photographs and videos of creative processes and finished work
- Digital artwork and designs
- Written evaluations and artist studies
- Collaborative pieces and installations
- Reception - Individual Learning Journey

Recording methods are adapted to suit the nature of the artistic activity. Pupils are encouraged to document their creative journey and reflect on their development.

7.3 Reporting

Parents receive regular updates on their child's progress in art and design through:

- Termly parents' evenings
- Annual written reports including progress against National Curriculum objectives
- Art exhibitions and displays throughout the school
- Celebration assemblies and events
- Ongoing communication as needed

Further information can be found in our assessment policy and marking and feedback policy.

8. Resources

8.1 Scheme of Learning

Kapow Primary Art and Design - Our core scheme of work for art and design, providing structured lessons, resources, and assessments aligned to the National Curriculum for all year groups from EYFS to Year 6. The scheme includes:

- Detailed lesson plans and teaching resources
- Instructional videos and demonstrations
- Knowledge organisers and vocabulary support
- Links to significant artists, craft makers, and designers
- Assessment materials and progression tracking
- Digital resources and templates
- Cross-curricular links and opportunities

8.2 Materials and Equipment

The school maintains a comprehensive range of art materials and equipment including:

Drawing materials:

- Pencils (various grades), graphite sticks
- Charcoal, pastels, oil pastels, chalk
- Coloured pencils, felt tips, marker pens
- Erasers, sharpeners, blending tools

Painting materials:

- Watercolours, poster paints, acrylic paints
- Powder paints for colour mixing
- Brushes (various sizes and types)
- Palettes, mixing trays, water pots
- Rollers, sponges, printing tools

Sculpture and 3D materials:

- Clay, papier-mâché, modelling materials
- Wire, cardboard, recycled materials
- Construction materials and joining tools
- Carving and modelling tools

Craft and textiles:

- Fabric, threads, yarns, wool
- Needles, scissors, fabric markers
- Collage materials, tissue paper
- Printmaking materials (ink, rollers, printing blocks)

Paper and surfaces:

- Variety of paper types, weights, and colours
- Card, cardboard, canvas boards
- Sketchbooks (different sizes for different year groups)

Digital resources:

- Cameras and tablets for digital photography
- Art software and applications
- Access to online art resources and virtual galleries

The art and design coordinator maintains an inventory of resources and ensures materials are regularly audited, maintained, and replaced as necessary.

8.3 External Resources and Enrichment

We enhance our art and design curriculum through:

- Visits to art galleries, museums, and exhibitions
- Visiting artists, designers, and craft makers
- Workshops with local artists and creative professionals
- Participation in art competitions and community projects
- Links with secondary school art departments
- Online virtual gallery tours and artist talks
- Celebration of national and international art events
- Display of pupils' work throughout school and in the local community

These experiences broaden pupils' understanding of art and design and help them see the relevance of artistic skills in the wider world.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the art and design subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of art and design across the school
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Promote the importance of art and design across the school community
- Support the celebration and display of pupils' artistic work

9.2 Subject Leader

The art and design subject leader at our school will:

- Prepare and review the art and design subject policy and curriculum plans
- Promote the study of art and design throughout the school
- Monitor the teaching and assessment of art and design through learning walks, work scrutiny, and data analysis
- Attend appropriate CPD and stay informed regarding developments in art and design education
- Evaluate and maintain artistic resources, materials, and equipment
- Provide training and CPD to staff on the art and design curriculum and its delivery
- Assess the impact of the art and design curriculum on pupils' learning and development
- Make presentations to governors on art and design and how it is being taught
- Coordinate art exhibitions, events, and enrichment opportunities
- Develop partnerships with artists, galleries, and creative organisations
- Celebrate artistic achievements across the school
- Ensure the school environment reflects and celebrates creativity

Art and Design Subject Leader: Rachael Dennison

9.3 Link Governor

The link governor responsible for art and design at our school will:

- Monitor the impact of art and design across the school and on pupils
- Monitor teacher workload and professional development in relation to art and design
- Ensure art and design action plans are suitable
- Monitor the quality of artistic resources and equipment
- Keep track of pupil and parent engagement with art and design
- Keep up to date with the art and design curriculum (what's taught, why it's taught, and how it's taught)
- Meet regularly with the subject leader to discuss progress and priorities
- Attend art exhibitions and celebrate pupils' achievements

9.4 Classroom Teacher

Classroom teachers at our school will:

- Teach and assess art and design according to the principles laid out in this policy
- Report to the subject leader on standards and pupil progress
- Maintain subject knowledge through appropriate CPD
- Plan engaging and challenging art and design lessons using the Kapow Primary scheme
- Provide opportunities for creativity, experimentation, and artistic expression
- Use assessment to inform teaching and identify pupils requiring support or extension
- Create a positive classroom environment where all pupils can develop as artists
- Promote the effective use of sketchbooks
- Display pupils' work to celebrate achievement and inspire others
- Communicate with parents about their child's artistic progress

9.5 Parents

The parent community at our school will:

- Support their children's artistic development and creativity at home
 - Encourage a positive attitude towards art and design
 - Ensure their children are prepared for learning
 - Communicate with school if their child is experiencing difficulties
 - Engage with school events such as art exhibitions and displays
 - Celebrate their children's artistic achievements
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10. Inclusion

Teachers set high expectations for all pupils in art and design. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

We recognise the diverse needs of our learners and adapt our teaching to ensure all pupils can access and enjoy art and design. Art is an inclusive subject that provides opportunities for all pupils to succeed and express themselves creatively.

Supporting All Learners

We provide appropriate support and adaptations to enable all students to access and enjoy art and design, including:

- Differentiated tasks and expectations to suit varying abilities
- Use of visual demonstrations and step-by-step instructions
- Adapted tools, materials, and equipment to suit physical needs
- Additional time and support where required
- Alternative methods of recording and presenting work
- Celebration of individual creativity and personal expression
- Liaison with the SENCO and external agencies where necessary
- Peer support and collaborative working opportunities

Teachers will plan lessons so pupils with SEN and/or disabilities can study art and design, wherever possible, and ensure that there are no barriers to every pupil achieving. The creative and practical nature of art and design makes it particularly accessible and engaging for all learners.

Enrichment and Challenge

We provide opportunities to extend and enrich the artistic experiences of all pupils through:

- Open-ended projects that allow for personal interpretation
- Independent investigations of artists and movements
- Advanced techniques and mixed-media approaches
- Leadership opportunities (Art Ambassadors, display coordinators)
- Entry into competitions and community projects
- Extended projects and portfolio development
- Links with artists and creative professionals
- Gallery visits and cultural experiences

Teachers will also take account of the needs of pupils whose first language is not English. Visual and practical learning in art and design supports language development, and pupils are encouraged to use art as a means of communication and expression.

Celebrating Diversity

Our art and design curriculum ensures that all pupils, regardless of background, can see themselves represented and celebrated. We achieve this by:

- Showcasing diverse artists from various cultures, periods, and backgrounds
- Exploring art forms from around the world
- Encouraging personal and cultural expression
- Valuing all pupils' creative contributions
- Providing role models from diverse artistic traditions
- Creating an inclusive environment where all artistic voices are heard

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This art and design policy links to the following policies and procedures:

- Curriculum Policy
 - Assessment Policy
 - Marking and Feedback Policy
 - SEN Policy and Information Report
 - Teaching and Learning Policy
 - Equal Opportunities Policy
 - Behaviour Policy
 - Health and Safety Policy
 - Equality Information and Objectives Statement
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12. Monitoring and review

This policy will be monitored through:

- Learning walks and lesson observations by the subject leader and senior leadership team
- Work scrutiny including sketchbooks and finished artwork
- Pupil voice activities and discussions about art and design
- Analysis of assessment data and pupil progress
- Review of displays and exhibitions
- Governor monitoring visits
- Staff feedback and consultation
- Evaluation of curriculum coverage and progression

The policy will be reviewed annually by the art and design subject leader in consultation with staff and governors, or sooner if required due to changes in legislation, curriculum requirements, or school circumstances.

Policy Date: January 2025

Review Date: January 2026

Subject Leader: Rachael Dennison

Headteacher: Jenny Pashley

Chair of Governors: Jo Boyne

Appendix A: Art and Design Long Term Plan (2025-2026)

Art and Design is taught in blocks throughout the year, with units carefully sequenced to ensure progression and coverage of all four core areas: Drawing, Painting and Mixed-Media, Sculpture and 3D, and Craft and Design. The curriculum is delivered through the Kapow Primary Art and Design scheme. Additionally, stand-alone lessons are available to provide flexible opportunities for focused skill development or responsive teaching.

Year Group	Autumn	Spring	Summer	Stand-alone Lessons
EYFS	Our EYFS activities are delivered throughout the year to ensure pupils meet the Statutory Early Learning Goals while building the foundations for Art and Design. We use Development Matters as a valuable, non-statutory supplement to further refine and support this learning journey.			
Year 1	Drawing: Exploring line and shape	Painting and mixed media: Colour splash	Sculpture and 3D: Paper play	Craft: Woven wonders (Lesson 1, 2 and/or 3)
Year 2	Sculpture and 3D: Clay houses	Painting and mixed media: Life in colour	Craft and design: Map it out	Drawing: Understanding tone and texture (Lesson 2, 4 and/or 5)

Year Group	Autumn	Spring	Summer	Stand-alone Lessons
Year 3	Drawing: Developing drawing skills	Sculpture and 3D: Abstract shape and space	Craft and design: Ancient Egyptian scrolls	Painting and mixed media: Prehistoric painting (Lesson 1, 3 and/or 4)
Year 4	Drawing: Exploring tone, texture and proportion	Painting and mixed media: Light and dark	Craft and design: Fabric of nature	Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)
Year 5	Sculpture and 3D: Interactive installation	Painting and mixed media: Portrait	Drawing: Depth, emotion and movement	Craft and design: Architecture (Lesson 3, 4 and/or 5)
Year 6	Craft and design: Photo opportunity	Drawing: Expressing ideas	Sculpture and 3D: Making memories	Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)

Key Features of the Long Term Plan:

- **Balanced Coverage:** Each year group experiences all four core areas (Drawing, Painting and Mixed-Media, Sculpture and 3D, Craft and Design) ensuring comprehensive artistic development
- **Progressive Skills:** Units build on prior learning, with increasing complexity and sophistication in techniques and concepts
- **Stand-alone Lessons:** Flexible lessons available throughout the year to respond to curriculum needs, cross-curricular links, or seasonal opportunities
- **Five Key Strands:** All units incorporate Generating Ideas, Using Sketchbooks, Making Skills, Knowledge of Artists, and Evaluating and Analysing
- **Formal Elements:** Progressive development of understanding and application of line, shape, tone, texture, pattern, and colour
- **Cultural Capital:** Exposure to diverse artists, craft makers, and designers from various periods and cultures throughout all units