



HARLINGTON LOWER AND SUNDON LOWER SCHOOLS **ART & DESIGN POLICY**

Approved by Board of Governors Committee: November 2025
Next review: November 2028

The curriculum policy statement and equal opportunities policy should be read as a preface to this policy.

PHILOSOPHY

"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."

National Curriculum 2014

AIMS

The core 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

TEACHING OBJECTIVES

National Curriculum subject content:

Key Stage 1

Pupils should 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 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.

Key stage 2

Pupils should 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.

Pupils should be taught:

- to create 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

IMPLEMENTATION AND PLANNING

Teaching and learning

There is a programme of study for Art and Design in place from Year 1 to Year 4. Skills in the Foundation Stage are planned through the objectives EYFS.

Units are planned according to the long-term plan. In Sundon Lower School this is on a rolling Year A and Year B programme.

Teachers plan before the start of each new theme and at this point highlight the skills that will be covered.

RESOURCES

Funding for Art and Design is within the school budget plan for each financial year. The subject leader will be responsible for ordering equipment and materials required to teach each unit effectively. The budget also covers whole school art and design resources such as display materials.

It is the responsibility of each class teacher to identify additional resource needs in relation to their project and inform the Art and Design subject leader.

All resources are stored and organised in the central store.

Any shortages, breakages or losses should be reported immediately to the Art and Design subject leader.

ASSESSMENT RECORDING AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of the work carried out by pupils and the levels of achievement of the work. Although children's work may sometimes be done directly in their sketch books, photographs are a useful tool to keep as a reminder of pupils' achievements as much of their work is either on display or cannot be put in books.

Most feedback is given verbally to children in order to help them think about their next steps for learning. If written feedback is given in children's sketch books, it should be done in pencil.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in Art and Design is reported to parents through the pupils' annual report.

MONITORING AND EVALUATION

The Art and Design subject leader will monitor planning and samples of work in all year groups on a termly basis. This monitoring should highlight strengths, weaknesses and INSET requirements.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.