

Art and Design Policy

Last reviewed in

September 2026

Next review date

September 2027

Acre Rigg Infant School



Every child Every day Every way Experiencing success

Art and Design Policy

Art, craft and design embody some of the highest forms of human creativity. A high quality art and education should engage, inspire and challenge children equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Aims

The National Curriculum for art and design aims to ensure that all children:

- 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 and craft makers

Subject Content at Key Stage 1

Children 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

Planning and Coverage Across the School

In Foundation Stage, children work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for the Foundation Stage. Acre Rigg Infant School have devised their own progressive curriculum based on this guidance to support effective teaching, learning and assessment. Children should have daily access to a creative area, as set out in the teacher's Continuous Provision Plan. In addition to this it is important to remember that art and craft focused activities are to be planned to allow children to gain new experiences whilst learning skills, techniques and processes. Due to the nature of teaching and learning in the Early Years, schemes are not followed. There are however suggested creative activities which could be used as focused activities or as part of continuous provision to enhance children's experiences. These activities can also be used to link with areas of children's interest or celebrations such as Diwali and Easter and times of the year such as Bonfire Night and Spring. The 'Squiggle Time' program was introduced within the Early Years at Acre Rigg Infant School during September 2022 to support the development of children's marking making, prewriting and drawing skills. This continues to be followed and in addition to this, 'Squiggle Time' afterschool club was introduced alongside Drawing Clubs for Years 1 and 2.

In Key Stage 1, Art and Design should be taught at opposite times to Design Technology within the school year. Children's work is planned following the National Curriculum guidelines, the NSEAD Assessment Framework and Progression guidance from Kapow Primary. Teachers should create planning following the topic based schemes of work for their year group, completed by the Art and Design Coordinator. This ensures coverage of objectives across year groups and the Key Stage and ensures that children's experiences, knowledge, skills and understanding of the subject progress appropriately. ICT packages and applications should be used when appropriate to enhance learning and support continuous provision.

Children will be given the opportunity to use art, craft and design alongside planned units for special purposes, for example to create greetings cards for special occasions, however this should not take the place of actual art and design focused lessons.

Schemes of Work

Using long term plans completed by the teacher's working in each Year group, a scheme of work has been created by the Art and Design coordinator to provide an overview of teaching and learning for each art unit. This is to ensure an appropriate balance and distribution of skill development across the Key Stage, so that within each year group children will experience units relating to drawing, painting, collage, printing and sculpture. It is important to provide children with experiences from each element to ensure broad and balanced provision. Teachers are to liaise with the Art Coordinator when amendments to existing schemes or new schemes need producing.

Teaching Structure

During the academic year 2017 - 2018, a preferred teaching structure was introduced to staff. This was to ensure that high quality teaching and learning takes place and highlights the importance of the learning journey of children rather than the production of a final piece. This continues to be the preferred teaching structure for Art and Design units.

Progression, Assessment and Record Keeping

Following Assessment Guidance provided by the NSEAD, Acre Rigg Infant School uses the four distinct progress objectives to ensure consistency across planning, teaching and assessment. The four progress objectives are: 1. Generating Ideas: The skills of designing and developing ideas 2. Making: The skills of making art, craft and design 3. Evaluating: The skills of judgement and evaluation. 4. Knowledge: The knowledge of cultural context and technical processes. Like the National Curriculum aims, these progress objectives arise from the key ideas that are at the heart of teaching and learning in art, craft and design.

Progression in art, craft and design happens over time as children gain increasing confidence in developing and using skills and gaining deeper knowledge and understanding. Children who consistently make more progress than their peers are to be supported, not by moving them on to different experiences, but by providing further opportunities to deepen and extend their skills and knowledge within the context of the current unit of work.

Teachers are to assess progress through a variety of means and use different kinds of evidence. They should take into account the quality of the products that children make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge, teachers should listen to children talking about art, craft and design and read what they write where appropriate. The evidence for assessment is to be collected at different times throughout the course of each unit of work, therefore assessments are used over time to build individual profiles of achievement for children across the four of the progress objectives. Teachers are to complete assessment tracking grids introduced in Spring 2020 at the end of each unit of work to allow progress and attainment to be monitored. Teachers are to use traffic light colours to show whether children are working towards, at or above age related expectations for each of the progress objectives.

Classrooms

Display

All children should have the opportunity to display their 2D and 3D work. This should be done imaginatively within classrooms and should show more than the children's final pieces. This could take the form of photographs alongside final pieces, but ideally should show a range of work including pieces exploring techniques and processes to highlight the learning that has taken place during the unit.

Set up

All classrooms should have a well stocked designated art and design area for children to use independently within the wet-side of classrooms. This area could be used in a directed way during which teachers plan an activity (planning of continuous/enhanced provision) for the children to complete, or it could be used as a child initiated area providing children are taught to use the area in a purposeful way.

Rights Respecting

Children have the right to an education which encourages them to use and develop their talents. Art is a subject which embraces individuality and personal expression and encourages children to develop confidence to be themselves. Children have the right to learn about things and share what they think, using means such as talk and drawing. Art allows children to learn about and experiment with different skills and techniques and talk about their learning and preferences. In addition to this, children are given the opportunity to learn about the work of artists and other crafts people from around the world.

The Role of the Art and Design Coordinator.

The Art and Design coordinator monitors planning and the delivery of units by collecting regular evidence from teachers. Subject schemes of work are written by the coordinator and will be updated as required when discussed with staff if changes to topics occur. The coordinator will support staff as necessary and will aim to upskill staff if this is requested either personally or by arranging appropriate courses.

Key Aims for the Subject.

- All teachers plan and deliver series of lessons following schemes of units, that provide children with experiences and enable them to learn new skills, knowledge and understanding in a progressive way.
- Art is no longer final piece orientated and the focus is now on the learning that is taking place. This is to be highlighted through classroom displays and in the evidence provided by teachers. This is encouraged by teachers following the preferred teaching structure.
- Artist links for units should be exactly that and teachers should ensure children explore and draw inspiration from artist's rather than directly copying a piece of the artist's work.