

Castle Primary School

Art and Design Policy

Review Date: March 2026

DEFINITION

“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:

Foundation stage

Pupils should be encouraged:

- To explore and experiment with colour, texture, shape, form and space in 2 and 3 dimensions.
- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate ideas, thoughts and feelings by using a widening range of materials and tools.

Key stage 1

Pupils should be encouraged:

- 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 encouraged:

- 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]
- To look at the work of great artists, architects and designers in history
- Outdoor art to include observations and creativity linked to nature

PLANNING

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is taught through our Creative Curriculum Planning.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year. Teachers use long term planning when starting each new theme, and highlight the skills that will be covered.

We aim to provide our pupils with a range of different experiences of art from different cultures and historical periods, which also have a clear link to our historical, or geographical curriculum focuses where appropriate.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers keep records of work carried out by pupils and levels of achievement of the work. Photographs and sketchbooks are a useful tool to keep as a reminder of pupils' achievements.

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 they have 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 pupil's annual report.

EQUAL OPPORTUNITIES

Care is taken to give each child the opportunity to access the whole curriculum and confidently and creatively express a subject. Children have the chance to have increased self-belief and confidence.

PARENTAL INVOLVEMENT

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set.

CROSS REFERENCED

This policy should be read in conjunction with the following school policies:

Teaching and Learning

SEND

Marking