

# Art and Design Policy – Thomas Willingale School and Nursery



## Curriculum Drivers

### Oracy

To ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.

### Environment/Community

Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.

### Independence

Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.

### Positive Growth

To instil a positive mind-set which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.

## Rationale

Art and Design is a vital part of the primary curriculum. It enables children to express themselves creatively, develop critical thinking, and explore visual, tactile, and sensory experiences. Art fosters imagination, builds confidence, and supports emotional well-being. In Reception, it is embedded within the EYFS framework, laying the foundation for future learning.

## Aims

Our aim is to develop children's creativity and imagination through a wide range of artistic experiences, enabling them to express themselves confidently and imaginatively. We strive to teach children how to use a variety of materials, tools, and techniques safely and effectively, while encouraging them to evaluate and

appreciate both their own work and that of others. Through exposure to the work of artists, designers, and craftspeople from diverse cultures and historical periods, we broaden their understanding of art as a global and evolving discipline. Ultimately, we ensure that all pupils make clear and progressive steps in their skills, knowledge, and understanding from the Early Years Foundation Stage through to the end of Key Stage 2.3.

### Curriculum Coverage

## **Art and Design is taught in accordance with the National Curriculum and the EYFS Framework:**

### **EYFS (Reception)**

- Delivered through Expressive Arts and Design:
- Creating with Materials
- Being Imaginative and Expressive
- Focus on exploration, experimentation, and self-expression.

### Key Stage 1 and 2

Pupils are taught to:

- Use drawing, painting, and sculpture to develop and share ideas.
- Explore and evaluate different artistic styles and techniques.
- Develop mastery of art and design techniques using a range of materials.
- Learn about great artists, architects, and designers.

## **Teaching and Learning**

Art is taught both discretely and through cross-curricular links, allowing children to make meaningful connections across subjects. Lessons are designed to be inclusive; teachers adapt lessons and provide additional support where appropriate. Children are encouraged to take creative risks, explore their ideas freely, and reflect thoughtfully on their work. From Key Stage 1 onwards, sketchbooks are used as a tool for recording ideas, experimenting with techniques, and tracking artistic progress. Lessons are carefully structured and support learning and retention.

## **Inclusion and Equal Opportunities**

All children have access to high-quality art education regardless of ability, background, or need. Where needed, activities are thoughtfully adapted to ensure accessibility and/or work is scaffolded for children with special educational needs and disabilities (SEND). We also celebrate cultural diversity by exposing pupils to global art traditions, fostering respect, curiosity, and appreciation for artistic expression from around the world.

## **Assessment**

In the Early Years Foundation Stage (EYFS), assessment is based on careful observation and is recorded in individual learning journals. In Key Stages 1 and 2, assessment is primarily formative, with a focus on the development of artistic skills, creativity, and pupil engagement. Teachers monitor progress through the use of sketchbooks, peer and self-assessment, and verbal feedback, ensuring that each child's artistic journey is supported and celebrated. To support consistent tracking and monitoring of progress, the school uses an assessment milestone grid aligned with curriculum expectations following Chris Quigley planning.

## **Resources**

A wide range of materials is available to support artistic exploration, including paints, pastels, clay, textiles, and digital tools. These resources are carefully maintained and regularly replenished to ensure high-quality provision across all year groups. Staff are supported through continuing professional development (CPD) to enhance their subject knowledge and build confidence in delivering engaging and effective art lessons.

## **Display and Celebration**

Children's artwork is displayed throughout the school to celebrate achievement and foster pride in their creative efforts. To further enrich the curriculum and provide opportunities for artistic expression, the school organises art exhibitions, competitions, and themed days that showcase pupils' talents and engage the wider school community.

## **Health and Safety**

Children are taught to use tools and materials safely, with appropriate supervision and guidance to ensure their well-being during art activities. Risk assessments are conducted for any activities involving specialist equipment or materials to maintain a safe and secure learning environment.

## **Monitoring**

Monitoring of the art curriculum takes place regularly through a variety of methods, including sampling children's work, reviewing teacher planning and curriculum documents, such as the progression maps, half termly plans and knowledge organisers, examining displays and gathering feedback through pupil chats and quick quizzes. These approaches help ensure high standards and continuous improvement in art provision.

## **Curriculum Priorities from the School Development Plan (SDP)**

The school is committed to embedding an inspiring and immersive curriculum across all subjects, including Art. Staff consistently deliver a creative and engaging curriculum, encouraging adventurous teaching beyond scripted lessons, supported by appropriate and updated knowledge organisers. Cultural enrichment is strengthened through exposure to diverse artistic traditions and opportunities for pupils to engage with creative experiences. Assessment and the use of technology for learning are refined by embedding effective

tools, including quizzing in non-core subjects and digital platforms that support creative development and targeted feedback in Art.