



# **Art and design subject policy**

Date: July 2025

Due for review: July 2027



## Art and design- meet the subject leader

It is an exciting privilege to have the role of art and design lead in West Rainton Primary School. I returned to the role in 2021-22 after previously holding the role in my earlier teaching career. The arts are a huge passion of mine and I'm continually crafting, creating and producing art in my own time.



We are proud to have held Artsmark Award for over 15 years now, which began with my application for silver, then subsequent gold status which we've retained ever since. In 2023, we proudly, and deservedly, attained **Artsmark Platinum Award**, which we are currently in the process of renewing. As well as the subject of art and design, I get to oversee the wider arts provision in school too. This allows me to work collaboratively with the English lead (drama), music lead and PE lead (dance) to ensure the arts provision at West Rainton is engaging, vibrant and ambitious.

We have excellent extra-curricular provision in the arts, including dance and drama clubs, and exceptionally high-quality productions. We make effective use of external professional coaches if it enhances our work in school too.

Alongside that, I am also a qualified Arts Award assessor at Discover and Explore levels which means our pupils in Y3-6 have regular opportunities to work on additional accreditation in this subject area. This is also a brilliant opportunity to identify gifted and talented learners with an additional pathway of independent study.

In the subject of art and design, I am particularly passionate about encouraging the children to make choices for themselves in how they wish to express their ideas. I am also always looking for opportunities for the children to learn from artists and art venues, as well as exhibiting their own work with a wider audience.

Across the years, I have planned for the children to experience and explore a range of media, art styles and artists/designer/ architects/ craftspeople to broaden their ideas and build up their skills. Learners also get the opportunity to explore potential careers and further study from their primary art experiences.

Mrs Alison McDonough

- **Mission statement for art and design in the curriculum**

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 story of our nation, and that of the wider world.

The subject of art and design has two lead governors who support and challenge the subject lead in assuring the highest quality provision for all pupils.

- **How art and design fits into our overarching curriculum key drivers:**



### **Aiming high**

We want our pupils to be inspired by our provision, and to ignite strong aspirations and high expectations of themselves and their future. Promotion of strong attendance is fundamental in this. Through the use of visits, visitors and enriching experiences, we will build knowledge and understanding of career possibilities as well as a hunger to embrace new and exciting opportunities. We will ensure we plan regular opportunities for children to develop self-belief and to see the benefits of taking risks and overcoming challenge. Our pupils will be supported to light up future pathways to fulfilling lives of employment choices, prosperity and future happiness. **In art and design this is achieved through the engaging and enriching opportunities on offer, the wide range of experiences to work with artists, venues and the community. Children in Key Stage 2 have regular opportunities to participate in Arts Award accreditation at Discover and Explore levels. Art and design units also have links to professional artists and craftspeople in order to broaden children's knowledge of future study or career pathways.**



### **Skills for learning and life**

We want pupils to leave our school with a bank of knowledge and a skillset specific to each individual subject, whilst also making transferable connections across other areas of learning and life. Fundamental to this, is a curriculum rich in core skills of language, vocabulary, communication, literacy and numeracy. Our pupils will be taught to be inquisitive, follow a line of enquiry to reach answers, and to recall and present their learning in a vibrant range of ways. Opportunities to develop resilience, organisation, leadership, teamwork, adaptability, patience and initiative are all interwoven into our subjects and wider school life in order for our children to adjust to new learning situations. **In art and design this is promoted through the range of creative choices children are encouraged to make over time. They are nurtured to make expressive choice of their own through a range of media and techniques taught to them. Skills of perseverance, resilience, patience and adaptability are all fostered within art lessons.**



## Growing healthily

Equally as important to us is the development of the whole child. Feeling safe, happy and valued is a fundamental right of all pupils. Our inclusive-rich ethos provides the backdrop to our personal development and wellbeing provision which is skilfully interwoven into all that we do. All pupils are supported to develop a strong understanding of the importance of good physical and mental health, whilst also learning a whole range of factors and influences that can have a negative impact on us. Making, nurturing and maintaining healthy relationships, both on and offline, equips children with the strength and security to recognise what they want and need in life. We believe a strong understanding of e-safety forms a crucial part of being a healthy, well-rounded 21<sup>st</sup> century global citizen. **Art and design is widely recognised as a great outlet in support of positive mental wellbeing. Lessons actively encourage children to embrace the mindfulness therapy that art can bring. Because of how art is celebrated and encouraged within our school, children feel proud of their work and showcase it widely and often within community exhibits and beyond.**



## Knowledge of the world

When our pupils leave us at the end of Y6, we want them to feel so proud of themselves as people that they have the personal strength and self-confidence to find their place as positive global citizens. Through our carefully-planned provision, our pupils will experience a diverse and inclusive-rich experience that allows them to bank cultural capital as well as developing a secure understanding of the importance of equality. As well as a secure knowledge of British values, our pupils will have their minds and horizons broadened through diverse social, moral, spiritual and cultural experiences. Pupils will be regularly encouraged to revisit and extend their world-view, fostering tolerance, sensitivity and empathy to interact positively with others. **The art and design curriculum map is carefully tailored to introduce a wide range of cultural artists, pieces and techniques over time. Often art pieces are created with a specific brief in mind with a social, moral, spiritual or cultural element.**

### ○ Intent

Long-term planning: During discussions with individual class teachers, and considering the needs of the children within our class structure each year, the art and design leader creates an updated curriculum map for this subject, as well as a progression of skills map, which can be found on the school website. This approach is particularly important during years where there are mixed age classes, to ensure complete coverage of all objectives and to make sure that topics are not duplicated.

Medium term planning within each unit or work; learning objectives, art and design activities, assessment opportunities, the vocabulary to be taught and used, safety issues, how information and communications technology and resources should be used. Planning is uploaded to the staff shared area on the school network for monitoring purposes.

### ○ Implementation

Art and Design is taught as a discrete subject, as well as being taught as a cross curricular subject, wherever appropriate across all key stages. Children in years 1-6 receive around 25 hours of art and design lessons per year. They have many varied and regular opportunities to practise their art skills across the curriculum and beyond.

The EYFS team, work alongside subject leaders to create a curriculum offer unique to the context and needs of our pupils.

- **Teaching and learning**

Art and Design stimulates creativity and promotes imagination. It provides a variety of sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

- **Equal Opportunities**

As part of our provision on offer, **pupils with special educational needs** are planned for very carefully in school. This is an important part of the art curriculum, as we strive to ensure that all of our pupils fully understand what they are being taught. This may involve greater explanations about what they learn, and simplified tasks to ensure that pupils with SEND gain as much as they can from the learning on offer. In fact, quite often our pupils with more diverse needs enjoy the freedom and ownership of the more creative subjects. Our provision across the curriculum was highlighted when we were awarded the inclusive 'Centre of Excellence' award in late 2020. It is crucial for us that our pupils with SEND make progress, and move on from where they are in their learning journey. This provision may look very different to our other pupils, through differentiation and modification of the curriculum. Our decisions are made in consultation with the SENDCo, Mrs Firth, who advises and supports members of staff with their provision

The teaching of Art and Design in our school takes consideration of our equal opportunities policy and inclusion. We recognise children as individuals and base our teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential.

- **Learning Resources**

There are purposeful art areas in all classrooms except one which has a room next door which can be used for art purposes on afternoons. Learning resources are also kept in the school resource area next to the library.

Both nursery and reception outdoor areas have specific, large central areas for creative mark-making.

The 'Plan It' scheme of work covers training the pupils in the safe and considerate use of equipment and materials. They are also taught to use consumables efficiently with a view on environmental impact.

- **The Learning Environment**

Classrooms have displays of current art and design, including relevant vocabulary, as a celebration of work produced, but also as a reminder of core skills and knowledge. Resources for the unit of work being covered should be appropriately accessible.

- **Safe practice**

Safe practice must be promoted at all times. Teachers must also consider all relevant Health and Safety issues. Teachers will carry out a risk assessment before each activity, considering their tools, materials and equipment being used. Before undertaking practical tasks, children should be taught to use tools correctly in order to ensure safety. In addition, any out of school visits (see below) are organised through the Evolve online system, to ensure that all relevant health and safety procedures are adhered to.

- **Extra-curricular opportunities**

Each year, children in Y3-6 are given the opportunity to develop their creative and communication skills through Arts Award. This is led by the art and design lead, who is a qualified assessor, and is completed both in school (during lunchtimes) and outside of school.

In addition, as part of the school's enrichment mapping and in line with Artsmark action planning, teachers plan to undertake visits to places of artistic interest and invite visitors to the school in order to support the learning objectives for units of work where relevant.

- **Homework**

No specific homework is set at either key stage for art and design. Often children will choose to carry out art tasks at home. This is encouraged as a supportive mechanism to promote positive mental wellbeing. Resources are always provided to children who ask to do this.

Children working towards Arts Award are expected to undertake a minimum of 15-25 hours self-directed additional study outside of school hours.

- **The Contribution of Art and Design to other aspects of the curriculum**

The teaching of English, maths, science and computing is promoted strongly in art and design as part of the school's drive to raise standards in core basic skill areas. Please see our progression of skills mapping documents to get more information on how this is achieved.

- **Leadership and management**

The head teacher discusses development needs so that the needs of individual members of staff are identified within the school's performance management programme. Staff attending training are expected to share the useful points with other relevant staff.

EYFS, KS1 & KS2 teachers discuss needs with the head teacher and Art and Design co-ordinator to ensure that planned units of work are adequately resourced.

- **Assessment and Recording**

At the end of each unit individual pupil progress is assessed by their class teacher using Sonar. However, pupils are also actively involved in evaluating their own work and thinking about possible improvements throughout each unit of work. End of unit assessments are worked on collaboratively by pupils and teachers. Pupils told us that they prefer this to written work on their art pieces and this promotes our view of art as a subjective expression of ideas.

- **How the subject is monitored and evaluated**

All teachers are responsible for monitoring standards using Sonar. This is overseen by the art and design lead during leadership time, at least termly, as well as informally on a one to one basis within discussions between the subject coordinator and class teachers.

Art evidence is available to be monitored, alongside all other books, fortnightly on our 'book look' Wednesdays. The art and design lead will carry out a monitoring review of evidence, assessment and planning each term.

The art lead will also visit and support classes during art lessons and activities, including how the foundations of art and design are taught in the Early Years Foundation Stage.

The art and design leader is also responsible for the implementation of the subject's action plan. This includes registering and completing Artsmark Award, and using this as a tool to support the monitoring and evaluation of art and design throughout the school.

- **Policy Review**

This policy will be reviewed at least every 2 years in line with the school's policy review programme. The subject lead, along with the identified governor leads, are responsible for reporting to the full governing body about the quality of its implementation and its impact on standards. In light of this, policy amendments may be made.

A McDonough July 2025

Due for review July 2027

Lead governors for art and design- Mrs Christine Charlton and Mrs Helen Forster