

Art and Design Policy

“Every Child is an Artist” – Pablo Picasso

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” – Albert Einstein

Rationale

At Wybunbury Delves we aim to ‘light the spark for a love of learning and of life’ and believe Art and Design is a subject which offers the very best opportunities to achieve this. **We adopt SPARK approach to learning** to foster and maintain children’s creativity.

Why do we teach Art?

At Wybunbury Delves, art and design is a subject that allows the children to express their individuality freely whilst encouraging them to be innovative and imaginative. As the children progress through the art curriculum they develop and extend on skills that allow them to experiment, invent and create their own pieces of art which are based on their individual thoughts and opinions. We ensure that all children will develop an increasing awareness of different artists, craft makers and designers whilst exploring their distinctive styles and understanding the historical and cultural differences involved.

The aims of Art and design are to:

The national 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

and in our school to:

- stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding the world;
- develop children’s understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craft makers and designers, and help them learn about the historical and cultural development of their art forms.

Curriculum and School Organisation

We use the AccessArt split curriculum to inspire our curriculum design. Planning for learning and a sample of learning outcomes can be evidenced through staff planning documentation, website news, children’s books, SeeSaw evidence and photographs. We aim to teach Art as part of a broad and balanced curriculum. See ‘Art Skills Progression’ document and the ‘Art Subject Overview Table’ for further detail.

EYFS

In the Early Years Foundation Stage, art is taught through a play-based, exploratory approach that enables children to develop creativity, curiosity and fine motor control. In Nursery and Pre-School, children are provided with frequent opportunities to explore a wide range of materials, tools and techniques through open-ended provision, both indoors and outdoors. Adults model how to use resources safely and effectively, while encouraging children to experiment, make choices and express their ideas freely. In Reception, teaching becomes increasingly structured, with planned opportunities to develop specific skills such as drawing, painting, collage and model-making, while still maintaining a strong emphasis on exploration and creativity. Across EYFS, art is carefully linked to the characteristics of effective learning, supporting children to play and explore, think critically and create actively. Vocabulary is explicitly modelled and developed, enabling children to talk about their creations and processes. Provision is adapted to ensure all children can access and succeed, with appropriate scaffolding and support in place. As a result, children develop confidence, independence and the foundational skills needed for future learning in art and design.

KS1

In Key Stage 1, art is taught through an exploratory, enquiry-led approach that encourages curiosity, creativity and confidence. Pupils are introduced to a broad range of artistic disciplines, including drawing, painting, printmaking, collage and making, with sketchbooks used as a key tool for experimentation and reflection. Teaching focuses on developing foundational skills through play, exploration and “design through making,” allowing pupils to investigate materials and processes before creating outcomes. Units are structured around engaging themes such as nature, movement, structure, culture and purpose, enabling pupils to make meaningful connections between their artwork and the world around them. A wide range of mediums, including paint, pencil, ink, clay, pastels and construction materials, are used regularly to develop familiarity and control. Pupils are supported to talk about their work, respond to the work of others and begin to develop visual literacy and artistic vocabulary.

KS2

In Key Stage 2, art teaching builds on prior learning through a more structured and progressive approach, deepening pupils’ understanding of artistic disciplines and processes. Pupils continue to work across drawing, painting, printmaking, collage and 3D making, with increasing emphasis on refinement, control and purposeful outcomes. Sketchbooks are used more independently as a space to explore ideas, record observations, test techniques and reflect critically. Teaching is centred around rich themes such as identity, culture, structure, movement and purpose, allowing pupils to explore more complex concepts, including storytelling, architecture and activism. Pupils engage with a wide range of mediums, including charcoal, ink, watercolour, clay and mixed media, developing confidence in selecting and combining materials effectively. Across KS2, there is a strong focus on interpretation, creativity and articulation, with pupils encouraged to evaluate their own work and the work of others, justify their artistic choices and make meaningful connections between artists, disciplines and their own outcomes.

Teaching and learning style / The Learning Environment

Art is delivered through a balanced approach that combines direct teaching with rich opportunities for exploration, experimentation and first-hand experience. Pupils engage with a wide range of stimuli, including teacher-prepared materials, the work of significant artists, educational visits, visiting artists and digital resources, to inspire and inform their own creative responses. The curriculum is structured around three key pathways—drawing and sketchbooks, surface and colour, and working in three dimensions—ensuring progression in both skills and understanding across disciplines. Teaching emphasises the full creative process, enabling pupils to explore ideas, develop and refine their work, and evaluate outcomes. Children are explicitly taught how to handle tools and materials safely and effectively, while also being encouraged to take risks and make independent creative choices using a variety of mediums. Sketchbooks are used as personal, creative spaces without restrictive formatting, allowing ideas to develop freely. Pupils are supported to reflect on their own work and the work of others, articulating their thoughts, feelings and artistic intentions. While class teachers have autonomy in their organisation and delivery, all teaching aligns with the school’s shared vision and ensures a consistent, high-quality art experience for all pupils.

Equality and Inclusion

All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We believe that we should aim to create an environment in which all children learn to respect and value each other and each other’s interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Setting suitable learning challenges.
- Structuring activities so all are fully involved. For instance, all children must have a ‘job/role’ within an activity to ensure everyone takes part and is involved.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a lesson for the whole class to share their ideas and work.
- Recognising the need to extend and provide a greater challenge for more able pupils.

Curriculum Enhancement Opportunities

Competitions e.g. Christmas card through local MP etc

Gallery through Display to celebrate and value children’s work

Visiting Artists – professional (paid) or amateur (voluntary) eg Twigtwisters, felt workshops, grant aided.

Curriculum Impact

We use monitoring throughout the year to gauge the impact of the curriculum design. Monitoring the standard of children's work and the quality of teaching in Art is the responsibility of the Art Subject Leader. The Art Subject Leader monitors the subject by doing the following: reviewing learning, evaluating pupil voice, inviting in a 'Critical Friend', providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps; the Art Subject Leader is responsible for supporting colleagues in the teaching of Art, informing staff of developments in the subject and for providing a strategic lead and direction for the subject in the school. The Art Subject Leader provides an annual curriculum review and feedback form which will be shared with Governors at the annual Curriculum meeting. Assessment of children's learning takes place at the end of a series of lessons through the class teacher's judgments and AfL.

Curriculum Risk Assessment

Staff are asked to use professional judgment with regard to pupil safety in individual lessons. Where it is deemed necessary, individual lesson risk assessments will be completed.

Links with Other Subjects

Coverage of Art in each year group is integrated where possible into cross-curricular plans.

Reviewed by Miss Pennance 2025