

Art & Design Policy



DANE ROYD SCHOOL

Review frequency: Every 2 years.

Approval by: Standards Committee

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Lead Personnel: H.Mortimer

Version: 1

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

1. Introduction & Rationale

At Dane Royd Junior & Infant School we believe that art is a vital and integral part of a child's education. It nurtures creativity, encourages self-expression and supports emotional well-being, allowing pupils to explore and communicate their ideas in visual form. Through engagement with art, children also develop critical thinking and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and this links to our school's ethos of making our pupils open-minded global citizens. Our art curriculum will promote cultural awareness and respect for different perspectives through studying a diverse range of contemporary, modern & traditional artists and designers including those significant to our local area of Wakefield.

2. Aims

Our aim is to inspire all children to enjoy art, express themselves freely, and develop a lifelong appreciation for creativity. At Dane Royd, we aim to ensure our pupils can:

- Produce creative work, explore their ideas and record their experiences
- Become proficient in drawing, painting, sculpture and other art, craft & design techniques
- Evaluate & analyse creative works using the language of art, craft & design
- Talk about great artists, craft-makers and designers, and understand the historical and cultural development of their respective art forms

We also seek to encourage children to develop the following skills:

- Co-ordination & control
- Observation
- Problem-solving & resilience
- Communication
- Interpretation
- Curiosity
- Collaboration
- Cultural understanding

3. Roles & Responsibilities

The Art & Design co-ordinator will:

- Take the lead in the implementation of the Art & Design scheme of work; oversee the long term plan - adapting as and when necessary
- Provide guidance and support to colleagues about resources, visits, cross-curricular links, updates, sharing best practice in classroom teaching and learning ideas
- Ensure the curriculum is engaging and relevant to students by collecting feedback through pupil voice and monitor and evaluate pupils' work, displays and lessons.

- Audit resources and order/restock items as required
- Keep informed of Art & design curriculum developments and best practices and disseminate information to the rest of the teaching staff
- Attend relevant in-service training and prompt others about relevant training
- Lead staff meetings where appropriate

4. Teaching & Learning

At Dane Royd, we use the Kapow combined Art & Design scheme from UFS - Y6 to provide a rich and varied art curriculum that ensures clear progression of skills and knowledge over time. The lessons are designed to be inclusive, engaging & hands-on allowing children to explore a range of media, techniques and artistic styles.

Every term, each key stage studies one unit covering a key element of the art curriculum. This unit is taught as a sequence of around five lessons; with flexibility for delivery of the block at the discretion of the teacher to best allow for immersion, development & reflection.

The core elements include;

- drawing
- painting & mixed media
- sculpture & 3D
- craft & design

Though each unit centres on a particular skill; other elements may too feature; and drawing underpins all of them. The spiral curriculum approach of the LTP means that knowledge & skills are routinely being built upon in order to develop mastery. High quality lessons provide the substantive (practical & theoretical) and disciplinary knowledge for pupils to generate ideas and develop their own artistic identity.

We follow a 2-year rolling long-term plan in order to cover all aspects of the combined key stage curriculum. Cycle A will run in 2024/25 and cycle B 25/26.

Art & Design LTP						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UFS Cycle A and B	Drawing: Marvellous Marks	Painting & Mixed Media: Paint my world			Sculpture & 3D: Creation Station	
Y1/2 Cycle A		Drawing: Make your mark	Sculpture & 3D: Paper Play		Sculpture & 3D: Clay Houses	
Y1/2 Cycle B		Craft & Design: Map it out	Painting & Mixed Media: Colour splash		Painting & Mixed Media: Life in colour	
Y3/4 Cycle A		Craft & Design: Fabric of nature		Painting & Mixed Media: Light & dark		Sculpture & 3D: Abstract shape & space
Y3/4 Cycle B		Drawing: Power Prints		Drawing: Growing Artists		Craft & Design: Ancient Egyptian Scrolls
Y5/6 Cycle A	Drawing: I need space		Painting & Mixed media: Portraits		Craft & Design: Photo opportunities	
Y5/6 Cycle B	Sculpture and 3D: Interactive installation		Drawing: Make my voice heard		Sculpture and 3D: Making memories	

EYFS

In Early Years, a variety of arts & craft materials are readily available in continuous provision allowing our youngest children to express their creativity at their own leisure. Pupils are provided opportunities to work with various media & tools to create representations and develop skills in both open-ended exploration, and with adult scaffolding in small-groups to create topic themed artwork and crafts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Create closed shapes to represent a face Show different emotions in their drawings	Explore colour and colour mixing	Investigate different materials for crafting, explore texture	Make imaginative and complex small worlds using blocks and props	Join different materials & develop ideas for making	Draw with increasing complexity, using shapes to represent objects and include some detail
Self-portraits Loose-parts faces/families	Colour wheels Ice-painting / salt-painting Brusho/oil pastels	Animal crafts Printing Dough models	Building models - junk modelling Loose parts sculpture	Vehicle crafts Joining techniques (tape, split-pin)	Minibeast pictures and models

Nursery LTP example

The EYFS Framework is structured very differently to the National Curriculum as it is organised across 7 areas of learning rather than subject areas. See Appendix B for a table outlining the most relevant areas from the EYFS Framework and the associated prerequisite skills that naturally feed into the National Curriculum Programme of Study for Art & Design.

Other art opportunities

Where appropriate, art is linked to other areas of the curriculum and is frequently used in humanities, for example, to deepen their understanding and enrich learning experiences. In addition, whole-school coordinated projects such as 'Artsmark day' and participation in inter-school competitions ensure that art is given high status in the curriculum and opportunities are plentiful for artwork to be celebrated and displayed across the school, fostering a sense of pride & achievement.

5. Assessment

Sketchbooks are used by the children as a working document from ks1 onwards to record ideas, practise techniques, and reflect on progress. They evidence the artistic journey of the individual and allow freedom of expression. Their sketchbook contains the process as well as the end product with annotations and evaluations. These are used as part of assessment and for monitoring progression.

Assessment in art is ongoing and primarily formative, focussing on children's development of skills, creativity and understanding. Teachers assess the process of learning rather than the outcome to ensure a complete picture is examined. This is done through regular observation and discussions as well as reviewing sketchbooks and artwork to monitor children's progress. The teacher will strive to provide verbal feedback to pupils during the course of the lesson allowing them to edit and improve their work. Older children will also be able to help evaluate their peers work - helping pupils to become critical thinkers to recognise strengths and identify areas for improvement.

At the end of each unit the teacher has cumulative evidence to make an informal judgement of progress towards key learning objectives taking also into account the end of unit quizzes and knowledge grabbers. By referring to the progression of knowledge & skills document for each unit - teachers can determine if the child has 'met' or 'not met' the criteria which will then provide next steps for planning.

Guidance and CPD to support teachers around the assessment of key concepts & skills for each unit delivered are readily available on the KAPOW website; signposted by the subject leader.

Art & Design will be monitored throughout the school by the art co-ordinator who will be responsible for gathering samples of curriculum work and collecting pupil/staff-voice. They will also review sketchbooks periodically to ensure that the lessons are being effectively taught and match the needs and & abilities of the pupils. Where possible, lessons will be observed to help promote quality of learning and standards of achievement in Art & Design and feedback provided.

6. Aspects

Equal opportunities

At Dane Royd, we believe art is accessible to all pupils, whatever their age, gender, ethnicity or ability. In order to achieve maximum participation, we adapt the curriculum and learning environment to ensure all children's needs are met. Examples include differentiating group sizes, teaching style, lesson content, resources and staffing ratios.

Kapow's scheme of learning has several adaptations for each project. These include;

- Adaptive teaching suggestions.
- Customisable colour schemes in lesson presentations.
- Knowledge organisers to pre-teach or recap key language/ideas.
- Varied teaching methods to engage different learning styles and needs.

Health & safety

Teachers will always strive to teach the safe use of tools and equipment, insisting upon good practice and modelling their use. All art materials will be clearly labelled and stored safely.

Any place-based visits must follow the schools Health and Safety policy and risk assessment procedures. Teachers are required to complete a full risk assessment using the Evolve Website. These must be then passed to the Art Co-Ordinator, the Educational Visit Officer and the Head-teacher to present to Governors, who will then sign the visit off.

7. Organisation

Homework/parent partnership:

Art homework may be set by teachers to either prepare for a lesson or as part of consolidation work from a topic lesson. Objectives are usually open-ended, allowing children to complete the task in their own way and pupils are encouraged to use a range of mediums and resources to present their homework creatively.

Resources

The following resources are available to aid the teaching of Art & Design at Dane Royd:

- Kapow combined Art & Design scheme - all teachers have individual logins
- A4 sketchbooks for each child Ks1 onwards
- Range of art books
- Variety of art supplies and tools (stored in classrooms/art cupboard)

Project resources should be planned for by class teachers and the necessary items included in their annual class order. Should any specialist resources or tools be required they should inform the Art & Design lead in a timely fashion.

8. Concluding notes

Monitoring & review

This policy will be reviewed in April 2027; however, a review will commence before this proposed date if any national changes occur.

Other documents and appendices

Appendix A - The National Curriculum Programme of Study for Art & Design

Appendix B - EYFS framework objectives pre-requisite skills for Art & Design



Department
for Education

Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils 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.

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 taught:

- 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]
- about great artists, architects and designers in history.

APPENDIX B - EYFS Framework objectives that are pre-requisite skills for Art & Design

Art			
Three and Four-Year-Olds	Physical Development		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.