

THE WILLOWS PRIMARY SCHOOL



ART & DESIGN POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: Art & Design Subject Leader

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Signed :

Intent

The study of art includes learning about a range of media and styles: sculpture, collage, painting, photography, architecture, fashion & textiles, drawing, video and animation, printmaking and design.

As a result of our art curriculum, learners will be able to work with a range of materials/resources including wood, plastic, paper, yarn, clay, fabric, paint, crayon, pastel, charcoal, ink, computer programs and recycled and natural found materials to create visual art. Learners will develop their knowledge and understanding of a diverse range of artworks and artists from first-hand experiences and other sources, representing a variety of styles and created using a broad range of materials/media.

Children will be able to view objects of art and use their observation skills to evaluate, create or recreate. Learners will develop an understanding of the reasons for the creation of art, sources of inspiration and how the creative process works for different artists. Learners will also develop an understanding of the difference between copying, being influenced by, and being inspired by other artists or art works.

Teaching and learning in art is enriched by our focus on international learning. Children will experience and investigate the work of artists, craftspeople and designers from different cultures, including those represented in the home and host countries

Our aspiration is that children are inspired to be creative and use their imagination and experimentation to express ideas, emotions, observations and experiences in the form of artwork both in and out of school.

To be successful, learners must:

- rehearse, plan and refine ideas and record observations as part of the process of working towards their finished artwork
- Use colour, form, texture and patterns to develop their skills of drawing, painting, 3D modelling, printmaking and digital art with a range of materials
- Develop the confidence to explore, take risks and be reflective about their own work and that of others
- Understand, appreciate, respect and enjoy other people's visual expressions
- Explore the use of the visual arts in people's lives now and in the past, developing their knowledge of great artists, architects and designers
- Use appropriate vocabulary and subject-specific terminology in order to articulate and communicate ideas, opinions and feelings about their own work and that of others
- Connect learning within different aspects of art and between art and other subjects (e.g. design technology and history)

Implementation

EYFS Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Toddlers and young children will be learning to:

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

3 and 4-year-olds will be learning to:

- 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.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

Children in reception will be learning to:

- 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.

Y1	Drawing	Shape drawing (KANDINSKY)	Mark making	Small drawing skills (natural objects) – 2B pencils
	Colour	Colour mixing – primary and secondary colours	Colour mixing – manipulating watercolour pencils and paint, learning the “wet” technique	Colour – oil pastels (GEORGIA O’KEEFE)
	Focus	Simple printing Natural sculptures – 3D work ANDY GOLDSWORTHY	Wax resist and water colour seascapes	3D work – clay Making birds’ nests
Y2	Drawing	Mark making – introducing a range of drawing pencils	Mark making – looking at how artists use different styles of mark making (VAN GOGH)	Let’s draw small – introducing light and shade and recording tone
	Colour	Colour mixing – exploring tone/light/dark	Mark making with colour – felt tips, pencils LICHENSTEIN	Working with chalk pastels Bubbles activity, drawing spirals, creating skin tone
	Focus	Textiles – weaving (IKAT designs Cambodia) Printing – foam board technique	Portraiture – portraits and self-portraits PICASSO and MODIGLIANI	3D work – Making clay tiles, using templates to cut pieces and slip to add relief

Y3	Drawing	Continuous line drawing Mini project – drawing feathers	Showing light and dark and casting shadow Drawing by touch and feel	3D drawing – using charcoal and chalk to create light and shadow
	Colour	Learning to use coloured inks with the “dry” technique	Mixed media	Using watercolour pencils – 3D effects
	Focus	Aboriginal Art – dreamtime paintings CLIFFORD POSSUM TJAPALTJARRI	Egyptian wall paintings	3D work – papier mâché CLAES OLDENBURG
Y4	Drawing	Proportions and position of features on a face	Human form and proportion	Still life drawing – plants, fruit
	Colour	Skin tone	Exploring backgrounds	Colour collage - MATISSE
	Focus	String Printing	3D work – clay ALBERTO GIACOMETTI BARBARA HEPWORTH	Tiger in a tropical storm HENRI ROUSSEAU
Y5	Drawing	Drawing skills – drawing transparent and translucent materials	Drawing Greek vases, exploring shapes, patterns and using images/paper cut outs	Drawing skills Mehndi patterns
	Colour	Colour work – using watercolours and pastels to represent glass	Wax and watercolour	Colour work- detail using viewfinders
	Focus	Textiles – collage including sewing VAN GOGH Starry Night	3D work – clay Clay slab work using an armature	Comparing work of different artists creating rivers MONET, HUDSON RIVER SCHOOL, JMW TURNER
Y6	Drawing	Drawing buildings and scenes – vanishing points LEONARDO DA VINCI CEZANNE	Drawing skills – life drawing. Fruit and veg	Anime characters
	Colour	Colour work – colour detailing	Colour Work – abstract designs and patterns CARLOLEE S. CLARK	Colour work – Japanese brush and ink work
	Focus	3D work – clay, sewing, casting, wore work Crating a Roman artefact museum	Digital Photography/Collage ANSELL ADAMS - Beauty to destruction	Colour work/collage Political Art BANKSY, WILLIE BESTER

Time and Organisation

Art is taught as part of the International Primary Curriculum and the learning goals for this subject are integrated into the topics covered. Pupils also have an opportunity to develop an understanding of the subject as a whole through discrete skills sessions. Pupils are taught in groups and as a class, according to the nature of the learning task.

- KS1 pupils will follow the Milepost 1 learning goals (based on KS1 NC POS)
- LKS2 pupils will follow the Milepost 2 learning goals (based on LKS2 NC POS)
- UKS2 pupils will follow the Milepost 3 learning goals (based on UKS2 NC POS)

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos, IPADs and other media as well as recording work in their individual sketchbooks.

Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Children are encouraged to discuss their own projects and progress in pairs or groups or as a class and are given oral feedback from their peers and their teachers. Good examples of work are demonstrated and discussed with the class. Displays, both permanent and transitory, celebrate good art work around the school and praise assemblies include art achievements.

Assessment techniques used include observation, teacher assessment of their artwork, practical tasks and discussion. Their knowledge, skills and understanding will be assessed and recorded against the NC key skills and IPC learning goals for this subject. This information will form part of the annual report to parents at the end of each academic year.

Resources

Each class has access to a sink and is equipped with a basic set of art equipment.

Each team has access to specialist equipment in their own area.

Resources relating to artists are located in the library.

Teachers have access to ICT software and graphics packages.

Internet sites are used to support research and background information.

We provide artefacts for still-life drawing and the school grounds are used for stimulus and inspiration.

Outdoor Learning and Trips

Our art curriculum is enriched by trips, workshops, visits and visiting artists wherever possible. School trips and visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop knowledge and skills within a growing awareness and understanding of artwork and artists.



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SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand

Appendix 1 – National Curriculum Requirements for Art & Design

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.

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.

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 2 – IPC Learning Goals for Art

Strand	Milepost 1	Milepost 2	Milepost 3
Design and plan to create	1.01 Be able to create a work of art to express experiences, ideas and/or emotions	2.01 Be able to plan and create an original work of art to express experiences, thoughts, ideas and/or emotions	3.01 Be able to plan, create and refine an original work of art to express ideas, thoughts, emotions and/or views of the world
	1.02 Be able to demonstrate a specific technique	2.02 Be able to demonstrate improvement when using/ practising a specific technique	3.02 Be able to demonstrate improvement when using a broad range of techniques
	1.03 Be able to create an original artwork to serve a given purpose using given media	2.03 Be able to create an original artwork to serve a given purpose selecting from a range of given media	3.03 Be able to create an original artwork to serve a self-selected purpose choosing from a range of given media
	1.04	2.04	3.04
	1.05 Understand that our own experiences can provide inspiration for original artwork	2.05 Understand that inspiration for the creative process can come from changing and manipulating the work of someone else	3.05 Understand that the inspiration for the creative process can come from a variety of sources

Strand	Milepost 1	Milepost 2	Milepost 3
Experiment and play to create	1.06 Be able to experiment and play with a variety of materials, techniques and technologies	2.06 Be able to experiment with and combine a variety of materials, techniques and technologies	3.06 Be able to experiment with and manipulate a variety of materials, techniques and technologies for a particular purpose
	1.07 Be able to select materials and techniques when creating and give reasons for their choices	2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection	3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success
Visual literacy	1.08 Know about line and colour	2.08 Know about line, value, colour and the difference between shape and form	3.08 Know about the elements of art
	1.09 Know that artwork can have a specific purpose	2.09 Know that an artwork can have one or more purposes	3.09 Know that art can be used as a tool to challenge and influence society

Strand	Milepost 1	Milepost 2	Milepost 3
Critical appreciation	1.10 Know that there are different types of visual art	2.10 Know that some artistic methods are more typically associated with some places than others	3.10 Know that where and when art is created can influence its form
	1.11 Understand that artists get inspiration from different places	2.11 Understand that there is a difference between copying art and being inspired by artists' work	3.11 Understand how art can influence and inspire new works
	1.12 Understand that visual communication is all around us	2.12 Understand how techniques in visual communication can be used to create different effects	3.12 Understand that there are opportunities and risks associated with visual communication and media
	1.13 Be able to comment on works of art	2.13 Be able to make inferences about artists and their intention(s)	3.13 Be able to interpret the meaning behind artwork, giving reasons for their opinions
	1.14	2.14	3.14 Be able to analyse the elements within an artwork