



CARE – Prepare – Believe

'I can do all things through Him who strengthens me'

## **Badsworth C of E Junior & Infant School**

### **Art and Design Policy**

**September 2025**

#### **Art and Design vision**

At Badsworth C of E Junior and Infant School, we value Art and Design as an important part of the children's broad and balanced curriculum. Through our teaching of Art, alongside our other curriculum areas, it is our ambition that all children live out our Christian Values and school vision of CARE – Prepare - Believe.

Our provision encompasses both the EYFS curriculum and the National Curriculum (Key Stage 1 & 2). We aspire to enable all Pupils leaving Badsworth C of E Junior and Infant School to become creative thinking, observant individuals who care about the rich, diverse global community they live in.

Our progressive curriculum has been design so that it continually builds on prior learning and knowledge to consolidate previous skills and deepen pupils' understanding of Art and Design whilst encouraging children to explore and innovate using their own imagination and ever-growing skills.

#### **Curriculum**

Through our Art and Design curriculum, we aim to:

- Promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process.
- Stimulate each child's creativity and imagination.
- Improve children's resilience and self-belief
- Enable pupils to become visually literate: to understand and use Art as means of communication.
- Increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment.

- Develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others.
- Develop the pupils' aesthetic sensibilities and capacity for original thought.
- Increase awareness of the role and purpose of art and design in different times and cultures.
- Enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control.
- Develop each child's understanding of colour, pattern, texture and form through a broad and balanced curriculum that supplement the learning taking place in other areas.
- Develop language and communication skills through discussion and explanations.

### **Teaching and Learning**

The delivery of the curriculum comes via a progressive sequence of sessions that focus on the focus artist, necessary skills and key knowledge aspects taken from the schools Long Term Plan.

Using the various topics and themes in class, making cross-curricular links, to inspire and encourage pupil engagement, teachers develop exciting and engaging sessions where prior learning is considered, first-hand experiences are given and close observations are made to enable learners to build on existing skills and knowledge and learn anew.

### **EYFS pupils should be taught:**

- To use a range of materials creatively to experiment with ideas.
- To engage in play activities through visual, auditory and tactile stimuli.
- To express themselves through a multitude of different mediums and opportunities.

### **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.

## **Key stage 2 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.

Teaching should ensure that the investigating and making includes exploring and developing ideas and evaluating and developing work following feedback. Knowledge and understanding taken from their learning, past and present, should inform this process.

These aspects of art and design are developed through individual and collaborative work in two and three dimensions and on different scales, using a range of materials and processes, and through investigating the work of artists, craftspeople and designers.

## **Assessment and Reporting**

In Art, assessment is ongoing and continuous through formative teacher assessment. Teachers are continually assessing children's Computing knowledge, understanding and skills against the school's knowledge and skills grids based on the National Curriculum. Assessment opportunities are identified within the teacher's Medium-Term Plans.

In class, informal, diagnostic judgements allow teachers to give meaningful, timely feedback to children about the success of their learning by identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should, therefore, be their next step in learning. Formative assessment also enables pupils to be involved in their own assessment and that of their peers. Half-termly teacher assessment records are kept to inform pupil progress and attainment.

Sketch Pads and other works produced serve as a record for each unit of work.

Parents meetings are held twice a year and parents are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in foundation subjects such as Art and Design is formally reported to parents.

## **Inclusion**

Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all children. At Badsworth, we teach Art and Design to all children, whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their creative capability as well as their cultural and personal awareness. We provide learning opportunities that are matched to the specific needs of the child in a varied and inclusive approach.

At all stages all pupils will:

- Observe, record and express the natural and manufactured world through a variety of media.

- Undertake individual and group projects in art which encourage group, independent & imaginative work.
- Have time to reflect on and talk about their work and the work of others.
- Be encouraged to develop an aesthetic awareness of their environment.
- Be able to discuss “Works of Art” in meaningful ways and share opinions.
- Recognise the cultural heritage of other societies, both past and present.
- Have a developing understanding of technological processes in relation to art and design activities.

## **Planning**

The teaching of the Art and Design Curriculum at Badsworth C of E Junior and Infant School is broad, ambitious and progressive whilst ensuring excellent coverage of the national curriculum outcomes.

These national curriculum outcomes are met through pupil engagement in these 6 areas, one for each half term:

- Drawing
- Pattern
- Painting
- Printing
- Collage and Weaving
- Form

Recognised local, national and international artists and designers are explored to enhance and enrich the children's learning whilst carefully selected, sometimes lesser-known artists, are used to inspire starting points for each area of the curriculum.

Following the long-term curriculum plan, teachers plan sequences of learning that are inspired by curriculum topics, reinforcing and supplementing the learning of various curriculum areas.

Each art unit will have:

- A focused artist for children to study and gain inspiration.
- A specified medium.
- Opportunities for children to experiment/investigate and make choices.
- Opportunities for children to apply what they have learned.
- Opportunities for children to reflect and assess their work and the work of others.

Art, craft and design is a means through which children are able to develop skills, explore experiences and respond to visual images. It plays an essential role in the development of wider communication skills. Art and design sessions offer the opportunity to:

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;

- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate thoughts, feelings and meanings;
- Explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the impact of art, craft and design in their own lives and in different times and cultures;
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

*“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.”*

National Curriculum 2014

## **Displays**

Displays will be used for a variety of purposes, which may: improve the environment, present information, encourage participation, demonstrate process, focus attention, reinforce learning and confirm values.

Displays in classrooms will serve as inspiration for the children.

They will contain:

- Key vocabulary.
- Examples of work from studied artists.
- Examples of work from the children representing each stage of the learning journey.
- Finished pieces of art.

Whole-school displays will celebrate work that represents the learning journey of each class in school including inspiration, skills and knowledge and final piece.

## **Role of the Art and Design Leader**

The Art and Design Subject Leader is responsible for the implementation of this policy and providing professional leadership and management of Art and Design within the school. Their role is to:

- Talking to Children sessions to gain an insight about what the children have done
- Maintain resources and advise staff on the use of medium, tools, technologies and resources
- Monitor classroom teaching or planning following the schools monitoring programme
- Monitor the children's progression in Art and Design, looking at examples of work of different abilities

- Keep up-to-date with new best practice developments and communicate information and developments with colleagues
- Attend appropriate training and disseminate amongst staff as appropriate
- Lead staff training on new initiatives
- Liaising with the Art and Design Link Governor
- Procuring, auditing and arranging delivery of new resources and teaching and learning opportunities (curriculum based only)
- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Art and Design
- Provide colleagues opportunities to observe good practice in the teaching of Art and Design.

Regular monitoring and evaluation of the activities will be done by the subject leader through:

- Book-looks
- Talking to children
- Planning samples
- Lesson drop-ins

Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress.

### **Role of Governors**

All governors are interested in the development of Art and Design and the place creativity and self-expression has in our school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of Art and design on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to Governors meetings to explain changes made within their subject.

### **Safe Practice**

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised with school policy consulted and followed. Children should be shown safe procedures for using such resources prior to sessions and should be made aware of the dangers. If in doubt, teachers should liaise with the Art and Design subject leader to ensure they are familiar with the safe and correct procedures for using certain resources. Resources which require particular care in use include:

- spray fixative.
- glue guns.
- needles.
- Craft knives
- Lino cutters
- Mod-roc
- Plaster of Paris
- Outdoors areas

Review date: September 2026