

*Fishergate Primary School
Art and Design Policy
Updated November 2025*

Our vision and aims:

Art and Design at Fishergate stimulates creativity and imagination and prepares children to make and control decisions in the development of their ideas.

Our main objectives in the teaching of Art and Design are:

- To develop imaginative thinking in children, and to enable them to talk about what they like and dislike when creating and designing, and to be able to express their own ideas through their work.*
- To enable children to talk about how they have developed their ideas and how they will use creative media to achieve their aims.*
- To encourage children to select appropriate media and techniques.*
- To increase their critical awareness of art and design throughout the ages and throughout the world and its importance socially and culturally.*
- To develop increasing confidence in the use of visual and tactile elements and materials.*
- To foster enjoyment, satisfaction and purpose when being creative.*
- As part of Fishergate's commitment to raising the attainment of disadvantaged young people (RADY), these pupils' SEMH and wider academic needs are prioritised. Any barriers for disadvantaged pupils, including pupils from families seeking sanctuary, are overcome so they can participate fully in the curriculum and achieve alongside their peers.*

Teaching and Learning

Teaching art and design is undertaken through a series of lessons, building knowledge and skills, working towards applying ideas independently. Modelling of skills by teachers is an important part of the process - but children will have opportunities to explore their own ideas using their vocabulary and skill knowledge. We achieve this by using a range of teaching strategies, the whole class (including teacher

modelling), paired work, investigation, planning and applying independently.

Art and Design at Fishergate is organised into five key areas :- drawing, painting, print, 3D and critical thinking/analysis (Art and Design history). This is reflected in the LTPs for each phase (except EYFS) and in the way resources are stored ready for use.

We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended, and can have a variety of responses*
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)*
- Incrementally introducing techniques of different complexity which can be adapted to the ability of the child*
- Using peer support*

Curriculum Design and Planning

EYFS

We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Years framework. This learning forms the foundation for later work in Art and Design.

Key Stages 1 and 2

Art and Design is a foundation subject in the National Curriculum and as such, all year groups (Y1 to Y6) use the new National Curriculum as the basis for their curriculum planning in design and technology.

Programmes of Study set out what is to be taught and include opportunities for:

- Investigating art resources*
- Using a range of techniques and exploring how they can be applied*
- Planning and applying ideas and skills*

- *Review and self assessment*

Class teachers plan for Art and Design lessons as part of their medium term and short term planning. Sometimes Art and Design is linked to topics such as history, but it is also taught as a stand alone sequence of lessons, where skills and techniques are fostered carefully by incremental steps. The medium term plan lists the specific skills and activities that are to be taught throughout the term. The weekly plan lists the specific learning objectives for each lesson and details how the lessons are to be taught. The class teacher keeps these plans in their planning file, and the class teacher and subject leader may discuss them on an informal basis.

Teachers plan the activities in Art and Design so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Teaching Design and Technology to Children with Special Educational Needs

At Fishergate, we teach Art and Design to all children, whatever their ability. Art and Design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment and Recording

Children demonstrate their ability in a variety of different ways. We assess work by making formative judgments as we observe a piece of work during lessons. Once the children complete a piece of work, we give feedback (including peer review), to help guide progress and foster a sense of achievement.

Resources

We have sufficient resources to be able to teach Art and Design. We keep these resources in a central store to teach each unit of work, organised by the 5 Key areas (Drawing, painting, Print, 3D and critical thinking).

Monitoring and Review

It is the responsibility of the Senior Management and Art and Design subject leader to monitor the standards of children's work and the quality of planning and teaching in Art and Design. This may also involve supporting colleagues in their knowledge and understanding, keeping up to date with developments in the subject, and providing a strategic lead and direction for the subject in the school if necessary.

Role of the Subject Leader

- *Purchase, organise and maintain teaching resources*
- *Manage a delegated budget and keep spending within it.*
- *Being informed about current developments in the subject.*
- *Provide guidance and support to colleagues in the implementation of the NC and schemes of work leading to improved quality and continuity of the teaching of Art and Design. throughout the school.*
- *Monitoring the standard of the children's learning and the quality of teaching in Art and Design.*
- *Advise the Head teacher of any action required (e.g. resources, standards etc)*
- *Monitor the standards of children's work and the quality of teaching across the school - through observing lessons in each phase, monitoring displays and regular sketchbook checks.*

ROLE OF THE STAFF

It is the responsibility of staff:

- *To plan and deliver the Art and Design National Curriculum following the guidelines contained in this document.*
- *To ensure that the entire range of skills detailed in the National Curriculum are taught.*
- *To look after shared resources when used and to return them safely to the resource cupboard.*

Signed

Sahar Dibden

Art and Design Subject Lead

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