



Rawmarsh Ryecroft Infant School

Art & Design Policy

Reviewed: September 2025

Next Review Due: September 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Art and Design. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching, and assessment.

The policy should be read in conjunction with the National Curriculum, which sets out in detail what pupils in different key stages will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others.

Intent

Curriculum Definition

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.

Art and Design enables children to express themselves in a creative, imaginative manner with individuality and creativeness flowing through everything they do. It provides children with opportunities to express their individual interests, thoughts and ideas, raises self-esteem and gives satisfaction and pleasure.

Art and Design skills are developed and applied across the whole curriculum with teachers sharing clear learning objectives with the children. Teachers use a range of teaching styles incorporating: -

- direct teaching
- group/paired work
- individual work
- independent tasks
- research opportunities

Aims for the Teaching Art and Design

At Rawmarsh Ryecroft Infant School we aim for our pupils to: -

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture, collage 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.

Implementation

Early Years Foundation Stage

Through the Foundation Stage curriculum as part of Expressive Arts and Design the pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- explore the textures, movement, feel and look of different media and materials
- respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- use different media and materials to express their own ideas
- explore colour and use for a particular purpose
- develop skills to use simple tools and techniques competently and appropriately
- select appropriate media and techniques and adapt their work where necessary
- develop confidence and strength in their fine and gross motor skills.

Key Stage 1

Pupils continue to build upon taught strategies and techniques using a progression of skills to:

- use a range of materials creatively to design and make their artwork.
- use drawing, painting, sculpture and collage to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- explore 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.

Pupils experience a progression of skills in the following areas:

- Drawing
- Painting
- Collage
- Sculpture

Curriculum Planning

The art subject leader plans the art and design schemes for each year group throughout school following the school's art and design progression map. The National Curriculum and The Early Years Foundation Stage documents have been utilised to inform this document. Schemes planned for each year group are progressive through school and cover the key skills of drawing, painting, sculpture and collage.

Art schemes have been written by the Art Subject Leader in line with the relevant documentation. This is then utilised by class teachers ensuring sequential learning over the half term.

Sticky knowledge checks, vocabulary and resources are carefully planned for each lesson and learning scaffolded to meet the needs of the individual learners including those with SEND.

The children also follow a school designed unit of work linked to the Local Authority's 'Picture This' scheme which links in with Art and Design.

This year we have begun our Arts Mark journey and plan to utilise the funding to support both drama and dance within the curriculum. We hope this will have a positive impact on our oracy curriculum within school.

Resources

Art and design resources are stored within classroom settings and children are taught how to access and care for them responsibly. There are designated store areas within the school building where resources for art and design activities can be sourced along with stocks of paper, fabrics and malleable resources. Requests for additional resources can be made through the school office.

Impact

Monitoring and Assessment/ Moderation

- The Senior Leadership Team and the Art and Design subject leader ensure that learning opportunities are planned and linked to curriculum learning outcomes.
- The Art and Design Skills progression document and curriculum map documents are used as a tool to ensure breadth and progression across the key stages.
- Assessment documents are completed by the class teacher and this helps to inform future schemes of work and inform the teacher where learning may need to be revisited.
- Sticky knowledge checks take place each lesson which help pupils to recall

previous learning and knowledge and encourage pupils to make those links. If a misconception has been noted or a lack in disciplinary or substantive knowledge highlighted this is something can be addressed at this point.

- Monitoring and evaluation of art and design takes place during regular work and display board scrutiny to ensure the continuity of skills, approach and achievement.
- Progress of pupils is tracked throughout the Early Years Foundation Stage using the EMAG tracking system against the Early Learning Goals.
- Ongoing marking and feedback by teachers and teaching assistants is provided for children in lessons to immediately challenge misconceptions and provide opportunity for children to improve upon their learning and skills development.
- Classroom displays and those around school reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and design and demonstrates the subject's high status in our school.

Inclusion

Ryecroft Infant school is an inclusive school in every sense and has statutory policies for SEN, Equal Opportunities, Behaviour, Disability, Racial Equality and so forth. All children have equal access to Art and Design activities regardless of race, religion, gender or ability. All activities will be planned in such a way as to appeal and be accessible to all and careful consideration is given to the learning materials provided ensuring all people are represented and stereotypes avoided.

Attention will be given to:

- planned opportunities to study an art and design curriculum which is broad and balanced. Teachers will be mindful of the multi-racial and multi-cultural aspects of study which can be introduced.
- work which is planned and scaffolded where appropriate to meet the needs of all children.
- choice of resources which reflect positive images of others.
- organising work individually, paired, small group and whole class.
 - keeping careful records which inform planning and enable judgements on attainment and progress to be made.

Health and Safety

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy.

It is appropriate that children are aware of the skills and care needed when working

and that they respect tools and materials and are taught to handle them safely. All tools and practical equipment will be kept in good condition, stored well and organised safely. Children are taught the discipline of tool and room management. Any floor spillages should be cleared up immediately in order to preclude the risk of children/adults slipping.

Care is taken to ensure that all items purchased are non-toxic. Glue guns are used with adult supervision.

Protective clothing such as aprons is used as appropriate.

EYFS

Children in the Early Years Foundation Stage setting have the same access to the art and design curriculum as KS1 pupils. Resources and opportunities are provided for pupils to experiment, extend and evaluate their learning. The settings provide many opportunities to be creative through both adult led and child-initiated learning and are planned and laid out with the Expressive Arts & Design statements in mind.

E- Safeguarding

Technology is an important and essential part of the learning experience. We are committed to ensuring that our children leave with the skills and knowledge that will help them to thrive in our digital age. Children use a range of technology, and it is vital that we teach children how to use this valuable resource safely. All staff have regular and up to date training, they can recognise and are aware of online safety issues. Children are aware of how to report issues or concerns to staff. Staff check all materials and resources before use and adhere to all safeguarding policy when using online content to support teaching and learning.