



HILLSTONE PRIMARY SCHOOL

Art and Design Policy 2025/6

‘Creativity now is as important in
education as literacy, and we
should treat it with the same status.’

Ken Robinson, TED Talk

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Three words run through the ethos of our school, 'Inspire, Care, Educate'.

Introduction

At Hillstone Primary School, we believe art is for everyone. We are committed to providing all children with quality learning opportunities to engage in every aspect of art and design. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

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."

National Curriculum, 2014

Aims

The aims of Art and Design are:

- to enable all children to have access to a varied range of high quality art experiences.
- to provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children.
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- to stimulate children's creativity and imagination by providing visual, tactile and sensory experience.
- to help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
 - to develop children's understanding of line, colour, form, texture, shape, shape, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
 - to inspire confidence, value and pleasure in art.
- to cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments.
 - to teach children to express their own ideas, feelings, thoughts and experiences.
 - to develop children's design capability.
- to enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Curriculum

Early Years

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions,

collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

National Curriculum 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, shape 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.

Progression and Continuity

The school uses a variety of teaching and learning styles in art and design lessons via the Kapow schemes of work. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work and educational visits.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, resources, expected outcome and/or support from peers or adults.

Planning

There is a progression of skills for Art and Design in place from Year 1 through to Year 6 that is taught through Kapow. Coverage has been mapped out for each year group with the art co-ordinator writing a personalised plan alongside the Kapow scheme for each term in each year group. The plans demonstrate what skills children should be expected to learn and always link to an artist. The plans also detail what resources will be needed for each project. Website links and key vocabulary are evident on all plans. Equipment and materials are kept in the art area and/or delivered directly to teachers. Teachers have the freedom to adapt art ideas and lessons as long as the art curriculum is covered and the child's artistic needs remain a priority. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered. Skills in the Foundation Stage are planned through the objectives within the EYFS profile.

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of assessment for learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, steps to success criteria and the use of talk partners. Through these, both children and adults are able to recognise the progress being made.

Monitoring

Each child from Year 1-Year 6 has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Monitoring takes place regularly through sampling children's work, teacher planning, lesson observations and pupil voice conversations. It would be extremely useful if each term, teachers upload photographs of art lessons of both the children in action and finished artwork. Photographs of final pieces of work should be printed out and glued into each child's sketchbook for each project.

Roles and Responsibilities

The subject is led by the art co-ordinator who is responsible for ensuring that each child at Hillstone Primary School receives a broad and balanced curriculum including the creative arts. It is also the responsibility of the art co-ordinator to ensure that the children receive a quality arts education. The art co-ordinator will stay up to date with current teaching styles and educational trends to ensure the school is at the forefront of arts education. The art co-ordinator must ensure resources and equipment are readily available for teachers to use. Monitoring and assessment is the responsibility of the art co-ordinator who will ensure curriculum coverage and skills progression. They will also be available to offer advice and support to all members of staff who seek it.

It is the teacher's responsibility to ensure that they are delivering an arts curriculum to the children in their care. They must ensure they plan exciting and inspiring art lessons and seek professional advice if needed. Teachers must also be willing to share examples of children's sketchbooks and ensure sketchbooks are used regularly. Furthermore, teachers must also ensure that they are setting the highest standard during art and design lessons and inspire children to be the best artists they can be.

Resources

There are a wide range of resources to support the teaching of art and design across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some specialised equipment are kept centrally in the art area. People with an interest, or expertise, in a particular topic or area of art may be invited into school to work with the children. Educational visits to art galleries, museums and other art institutions are planned to enhance the arts experience of the children at Hillstone Primary School

Date reviewed: December 2025

Date of next review: December 2026