

Hazel Slade Primary Academy



Art & Design Policy



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1. Aims and Objectives

Art and design stimulate creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world which is fundamental for our children at Hazel Slade Primary Academy Primary Academy. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes without the pressures of the written or spoken word. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. The appreciation and enjoyment of the visual arts enrich all our lives.

Our objectives in the teaching of art and design are:

- To develop and encourage creativity and imagination through experimenting with a range of different tools and materials
- To improve the children's ability to control materials, tools and techniques; improving their gross and fine motor skills
- To support our children with ways of aiding their communication
- To develop increasing confidence and motivation in the use of visual and tactile elements and materials
- To support our children in ways of communicating their emotional expression
- For all children to achieve success and improve self-esteem
- To foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers
- To develop children's social skills; sharing, co-operation and valuing one another's work
- To develop the cross-curricular use of art and design in all subjects

2. Teaching and Learning

See also Appendix 1 – High Quality Teaching at Hazel Slade Primary Academy

A variety of teaching techniques are used for Art lessons to appeal to a range of learning styles. Within classes, pupils may be taught in small groups, individually, or as a class, depending on the individual needs of the children and on the learning task. Classroom Assistants may work with small groups or individual children under the direction of the Class Teacher. Our principal aim is to develop the children's knowledge, skills and understanding through highly stimulating and sensory experiences. At Hazel Slade Primary Academy we recognise that each child is individual and we ensure that we provide suitable learning opportunities for all the children through differentiation.

3. Art and Design Curriculum Planning

Art and design is a statutory foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in art and design. [National Curriculum Art 2014](#)

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our subject leader devises this plan in conjunction with teaching colleagues in each year group.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

We plan the activities in art and design so that they are either reinforcing or building on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Art also plays an important part across the whole school curriculum. It is principally cross – curricular and every subject uses it for visual imagery. The children at Hazel Slade Primary Academy benefit greatly from the visual and tactile approaches in art related activities. The skills and knowledge developed through art are interlaced across planning and teaching to support learning in the whole curriculum.

4. Early Years

Art and Design in the Early Years Foundation Stage is delivered through the **Expressive Arts and Design** area of learning within the EYFS statutory framework. Our approach focuses on fostering creativity, imagination, and self-expression through a range of media and techniques. Children are encouraged to explore colour, texture, shape, and form in both two and three dimensions.

Teaching combines **child-initiated exploration** with **adult-guided activities**, ensuring that children develop confidence and skills while enjoying creative experiences. Art and Design is integrated across the curriculum, supporting communication, language, and personal development. Assessment is formative and based on observation, ensuring progress towards the **Early Learning Goals** for Expressive Arts and Design.

5. Computing

Computing enhances our teaching of art and design, wherever appropriate, in all key stages. The children collect visual information to help them develop their ideas by using their individual iPad. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers. The children are taught to make choices with technology and to choose the best option to record and evaluate their work.

6. Impact

Children have the opportunity to evaluate their own and peers' work during art lessons and at the end of the unit. Teachers assess the children's work during lessons, making observations while they are working or an evaluation of their work. Work may be recorded in sketchbooks or on Showbie and teachers respond accordingly (verbal feedback, recorded comment, Showbie grading or a voice note). Artwork is celebrated around school via display, gold assembly and on ClassDojo. Children are inspired in their art lessons and then proceed to develop work at home to bring in for our celebration assembly "gold assembly" where we celebrate our artistic and creative pupils.

Teachers make summative judgments at the end of each unit or term to monitor progress and inform future planning. Monitoring of high-quality teaching and learning will take place through book trawls and Showbie scrutiny, lesson observations and pupil voice/staff questionnaires will be used to inform next steps, subject development and CPD. Good practice will be highlighted and implemented whole school when appropriate.

7. Resources

Our school has a range of resources to support the teaching of Art and Design across the school. The resources are stored in a central Art store of which all staff has access to. The resources are reviewed and restocked to ensure that enough resources are available and staff are encouraged to feedback when additional resources are required that may benefit their teaching of Art.

8. Visits and Enrichment

Where possible, educational visits and experiences are used to enrich and extend learning. Children may visit art galleries, museums or have guest speakers to inspire creativity. Where possible links are made with other secondary schools or places of work to further develop the children's understanding of Art in the wider world. Hazel Slade Primary pupils have the opportunity to take part in an Art club (Key stage 1 and Key stage 2). This club is accessible for all children and it is a great chance to develop their art skills.

9. Equal opportunities and Inclusion

All children at Hazel Slade Primary Academy will be provided with equal access to the Art and Design curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background and according to their individual abilities.

All children will be able to access the Art curriculum as barriers will be broken down. Differentiation in terms of learning objectives, tasks, teaching methods, support and resources are planned for pupils with SEND. All pupils have access to materials and opportunities that are suitable to their specific needs. Gifted and talented pupils are challenged with open-ended tasks which provide opportunities to tackle more complex issues and use a wider range of resources.

10. Monitoring and Evaluation

The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

- Alongside the SLT, monitor the teaching of Art across the school
- Support colleagues with planning, lesson delivery or any areas for further support
- Monitor the coverage of the curriculum to ensure
- Seek opportunities to raise the profile of Art through display, enrichment activities and new initiatives
- Keep up to date with recent research and developments in the subject

The breadth and balance of art teaching and learning across the school is monitored through planning scrutiny, outcomes of informal learning walks and school displays.

It is the responsibility of our governing body to monitor the effectiveness of this Art and Design policy. This policy will be reviewed every three years, or early in line with new legislations.

Next Review September 2028

APPENDIX 1

High Quality Teaching and Learning at Hazel Slade Primary Academy

We aim to deliver high-quality teaching in all areas of the curriculum at Hazel Slade Primary Academy to ensure we achieve the best outcomes for all of our pupils. Teachers are mindful of the differing needs within their class, ensuring over scaffolding is not taking place as well as under scaffolding. We know retrieval practice supports retention; we therefore use our retrieval starters to embed learning throughout the curriculum. Where appropriate digital technology is used to **'Enable engaging and accessible learning for all'**.

All lessons include our 6 clear teaching principals:

1. **Conversations** – this will come in the form of 1:1 and group conversations. Feedback will be given to the children to ensure all children can progress. This will include breaking skills down into smaller chunks so the children can succeed but will also include adding steps for children to progress. Children will also have the opportunity to give feedback on their own learning and ask questions on how to move their learning forward.
2. **Questioning** – promoting curiosity is the driver for learning, children need to be curious and ask questions, in order to extend knowledge.
3. **Monitoring and Modifying** – retrieval skills are used through our flashbacks at the start of learning. Planning through problem solving tasks – this can be seen through breaking down larger tasks to make them into smaller chunks, completing each step before moving on to the next. Reviewing can be seen through evaluation at the end of the lesson, this may be seen on an individual basis or peer-on-peer evaluation.
4. **Explaining** – lots of explaining in art and design comes through the demonstration of skills – this can come in the form of teacher or pupil led. Scaffolding will take the form of breaking skills down into smaller, more achievable steps, selecting appropriate activities for the children and not following the scheme prescriptively, changes of resources to help the child achieve, adding additional challenges for those children who need it.
5. **Composition** – teachers are aware that the National Curriculum is at the centre of all of our teaching, regardless of what scheme we use. Before each lesson our scheme is checked and adapted to meet the expectations of the NC. Children will be told how the learning fits the overall picture explaining how a specific skill can fit into the end outcome.
6. **Embedding** – although new skills are learnt in each lesson, previous skills are recapped through our Flashback slides. Constant reinforcement during lessons and questions are used to ensure all information is retained.