

Upperby Primary School

Art and Design Policy 2025-2026

Intent

At Upperby Primary School we intend children should master Art and Design to such an extent that they can go on to have careers within Art and Design and to make use of art effectively in their everyday lives.

Our children will be taught Art and Design in a way that ensures progression of skills and follows a sequence to build on previous learning.

Our children will gain experience and develop skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative, solve problems and ensure they make progress.

Implementation

EYFS

Through well-resourced continuous provision and child centered learning opportunities, children in our nursery and reception classes develop their skills through exploration of mark making, materials, construction and evaluation. They also learn how to play and communicate imaginatively by developing narratives for role play, building play scenarios and working collaboratively with their peers. Progress in the early years is assessed using the 'Development Matters in the EYFS' guidance and is recorded using the school's Scholar Pack assessment system.

EYFS, KS1 and KS2 - Kapow

Years Rec-6 follow the Kapow art scheme. Kapow provides a broad and balanced curriculum which ensures progression of skills and covers all aspects of the National Curriculum. Through teacher demonstrations and practical experiences children build on previous learning to develop and refine the five key skills detailed below.

Generating ideas – To explore ideas, record feelings and experiences.

Making – procedural knowledge of making in art, craft and design.

Evaluating – evaluate and analyse own and others work.

Knowledge – To learn about great artists, craft and design. To learn how artists use the formal elements of art.

Formal Elements – line, shape, form, tone, texture, pattern, colour and composition. To know how they are organised in a piece of art determines what the finished piece will look like.

EYFS

In Reception, the children will talk about their ideas and explore different ways to record them as well as experimenting with mark making in an exploratory way. They will use a range of drawing materials and work on a range of materials of differing textures. The children will begin to develop their observational skills using mirrors and they will enjoy looking at and talking about art.

KS1

In KS1 children will be taught how to use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children will develop a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space. They will learn 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.

KS2

In KS2 children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). They will learn about great artists, architects and designers in history. Children will use their sketch books to record their observations and learn how to use them to review and revisit ideas.

Whole School Projects

Two whole school collaborative projects take place each academic year which are then displayed in the school hall. This is an opportunity for pupils and teachers to work together across the key stages where they can share skills and knowledge. Staff and pupils support each other in their learning and development. The brief for each project is delivered to teaching staff by the subject coordinator.

Impact

Our children will enjoy and value Art and Design. They will know why they are doing things, not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing, of creative and cultural industries and their many career opportunities.

Teachers monitor and assess children's progress in Art and Design by;

- Looking at pupil's work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know

Teachers use this evidence alongside the Art and Design subject descriptors to ensure progression of skills is taking place. Using the Art and Design subject descriptors, teachers will make a judgement of working at expected (EXP), working at greater depth (GD), working below expected level (EMG) or working outside of year group expectations (OYG) which are recorded on the school's Scholar Pack assessment system.

Our Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This results in children being able to confidently talk about their work and sharing their work with others. Children's progress will be shown through skill development. Sketchbooks, annotation and digital photography play an important role in the recording of the process.

Health and Safety

Children work safely in uncluttered surroundings and are properly supervised during art and design lessons. They are taught the correct use of materials and equipment and are made aware of dangers and how to avoid them by working safely. Potentially dangerous tools and equipment are stored in cupboards out of reach of children.

Monitoring and Review

The subject leader monitors the effectiveness of the policy and reports to the head teacher. The head teacher reports to the governors, when requested, on the effectiveness of the policy. The policy will be reviewed every two years.

This policy was agreed by the Governors on

