



**BIDSTON AVENUE PRIMARY SCHOOL**

**ART AND DESIGN SUBJECT POLICY**

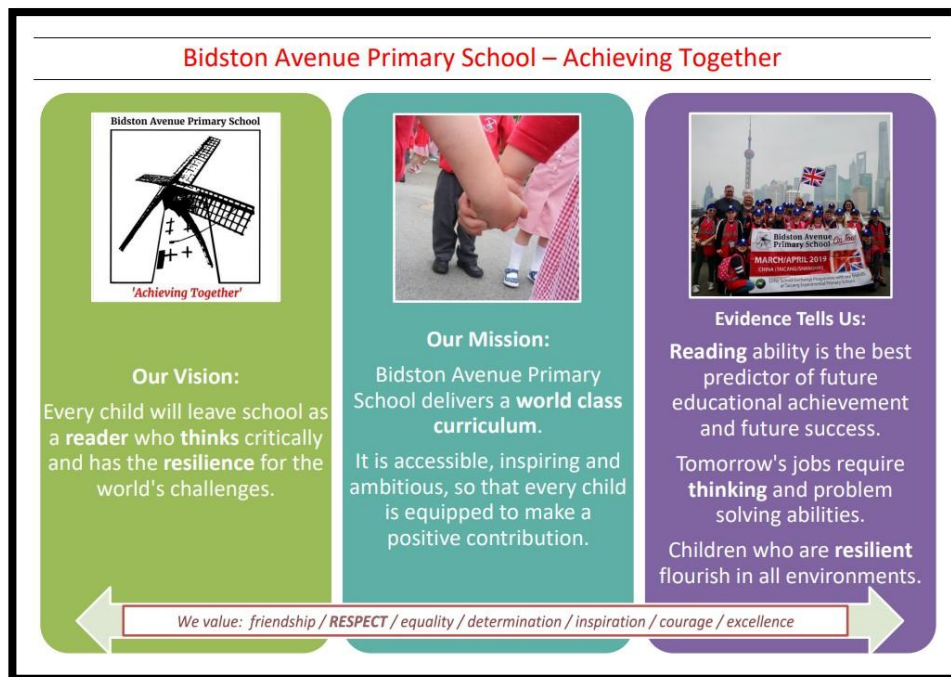
**November 2025**

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2025

Signed: \_\_\_\_\_

Cllr George Davies (Chair of Governors)



## Intent

### Purpose

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.

### Aims

- produce creative work, exploring ideas and recording experiences
- become proficient in drawing, painting, sculpture 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 & cultural development of their forms

### Supporting our Vision

*“Creativity takes courage” – Henri Matisse*

Art stimulates imagination and creativity. It enables all of us to communicate in ways that words alone simply cannot do. Art provides us with both a universal language of colour, texture, form and pattern, and with limitless opportunities to combine these in new ways. At Bidston Avenue, we believe that it is crucial for every child to experience and engage with a range of experiences – many of which, our children do not have access to outside of this school. Therefore, it is vital that we provide them with an array of art experiences throughout their Bidston Avenue journey. Their journey through art will equip them with artistic skills and help them to become more expressive and independent. Through our spiralling curriculum the children are given the ability to explore and develop ideas - including questioning and observation of the world around us, the use of discussion and analysis to foster creativity and the study of the role of artists, architects and designers. Alongside this, we have artists to support our work in each year group and in turn, the work of these great painters, sculptors and designers help to stimulate discussion as well as inspiring artwork of our own. It also provides a platform on which to develop the use of the language and vocabulary of art.

*“Creativity is contagious, pass it on” – Albert Einstein*

## The drivers that shape our curriculum



### Reader

An important aspect of the Art & Design curriculum is learning new vocabulary and researching different artists, designers and craft makers, as well as discovering how art has shaped our history. Art is about being able to express yourself and your ideas and make links to the wider world and different cultures. At Bidston Avenue we maximise our cross-curricular opportunities through Art & Design, making links to all of the subjects where possible.



### Thinker

Creative thinking is important to a deep and thorough learning of Art & Design. At Bidston Avenue we aim to ensure children are given a variety of opportunities to think and gain a clear understanding of the impact artists, designers and craft makers play in our local and global community. In our school, we strive to provide the children with the knowledge and skills that they will need to contribute to the community and become creative thinkers.



### Resilience

The teaching of Art & Design at Bidston Avenue allows and supports children to follow their own ideas and express themselves without a fear of being wrong, enabling them to build confidence, resilience and character. The building of this resilience can translate into other subjects across the curriculum where they may otherwise be wary and in time become more confident, resilient learners.

### Supporting our Values

In all we do, we promote the following values

- **Respect**
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

### Opportunities for promoting acquisition of Cultural Capital

We understand that for pupils to be successful they need to be given rich and sustained opportunities to enhance their cultural capital. Our Art & Design curriculum teaches about artists of old, past designers and inventors that have shaped the creative culture of our country and the wider world. The pupils are given the opportunities to work with local artists, galleries and curators as well as being given the opportunity to exhibit in our local gallery.

### **RRSA Article 29:**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



## **Implementation**

***Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.***

In ensuring high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school.

Planning for Art and Design is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Art and Design 2014' and, Art and Design in the Early Years Foundation Stage.

Teachers plan the learning journey together to ensure full coverage and progression of the Art and Design curriculum is achieved. Teachers also plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

## **Planning**

Art and Design is a foundation subject in the National Curriculum. At Bidston Avenue Primary School we use a scheme of work for our curriculum planning in Art and Design. This scheme of work, Access Art, incorporates a range of skills and artists who have used these skills. We use the local environment as the starting point for aspects of some of our work where possible. Art and Design also features as part of our connected curriculum and may link with other subject areas.

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 Art and Design subject leader works this out 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. The Art and Design subject leader is responsible for keeping and reviewing these plans.

We plan the activities in Art and Design so that they build upon the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

## **Teaching and Learning**

Lessons aim to follow a clear structure of:

- Explore
- Connect
- Discuss
- Practice

## **Subject specific SEND Scaffolding**

Pupils with SEND within our school are supported to achieve the Art and Design objectives in a variety of ways:

- Templates for drawing to support the children with fine motor difficulties.
- Small group or paired activities are used to create work assisted by the class teacher or TA. This also allows the children to work collaboratively
- Picture prompts
- Age appropriate resources/tools provided to support the children who may struggle with gross/fine motor skills
- TA support

The Art & Design curriculum is designed to be inclusive for all pupils and our staff will provide the necessary scaffolding to allow all pupils to learn.

### **Links to other subjects/curriculum areas:**

- **Maths** - exploring patterns, symmetry and sequences, and recognising how certain numerical strings recur often in nature.
- **PE** - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms.
- **English** - discussion and debate around artworks and artists being studied; making and using masks/puppets to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories
- **Computing** – creating digital art and manipulating images
- **RE** - the role of art, sculpture etc in religious buildings and their symbolic meanings.

### **Experiences every child should have:**

- Work collaboratively with an artist.
- Meet significant artists, discuss their work with them, give honest feedback on their work and be able to comment on their style.
- See an artist in action and talk to them about their work, process and inspirations.
- Visit galleries, both locally and nationally, and have opportunities to learn more about the historical and cultural significance of the artwork they encounter.
- Work collaboratively on a large-scale piece.
- Show their work in a school or local gallery, and receive feedback from their audience.
- Experience the process of 'being' an artist, working on canvas, using an easel, organising, using and caring for their tools and seeking out new inspiration.

### **Organisation**

#### **Early Years Foundation Stage**

We encourage creative work in Foundation Stage as this is part of the Early Years Foundation Stage Framework

(Expressive Arts and Design and Physical Development). We relate the creative development of the children to the objectives set out in the Early Years outcomes and Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

## **Years 1-6**

Based on the statutory guidance of the National Curriculum, the school uses a variety of teaching and learning styles in art and design lessons. 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 something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole-class 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 and 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 Computing.

## **Roles and Responsibilities**

### **Subject Leader**

- Write and update the Curriculum Policy for Art and Design
- Produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for Art and Design
- Monitor and review medium term plans for Art and Design to ensure progression
- Aid colleagues with the planning and delivery of lessons when required
- Monitor and review standards of Art and Design teaching through e.g. lesson observations, coaching and techniques
- Produce an annual report reflecting on the standards of provision for Art and Design and to set targets accordingly
- Review and order resources to enable the delivery of the Art and Design curriculum

### **Impact**

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the Art and Design curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

### **Assessment**

We assess the children's work in Art and Design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons and those children working above, at and below expected level at the end of each unit of work. At the end of the year we make a judgement against the National Curriculum levels of attainment. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed onto the next teacher.

### **Monitoring**

The Art and Design subject lead is responsible for monitoring the standards of children's work and the quality of teaching.

The lead supports colleagues in the teaching of Art and Design by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for Art and Design identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. A curriculum review is made annually which reports on achievements and indicates areas for further improvement.

### **Governor Approval and Review Dates**

This policy is to be monitored by SLT and reviewed when changes are made.