Art and Design Policy

2026-27

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1. Curriculum Statement

Intent

The school believes that art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils.

The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists.
Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat'. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.
The KWL process is used throughout each unit of work. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process is kept in children's sketchbooks. At the end of the topic, children write a summary of what they know according to the key knowledge statements identified on the school's progression map for Art and Design (as worded on the TV Mat of the topic). Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

Within all lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome, and justify a choice they have made which is based on their evaluation.

Co-ordinated whole-school project work ensures that Art and Design is given high status in the curriculum. This includes the school's participation in 'Big Art Day' which enables further focus on children's artistic skills and knowledge of a diverse range of artists. The school's high-quality art curriculum is supported through the availability of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations.

Classroom displays 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 celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment.

The Art and Design curriculum at William Patten contributes to children's personal development in creativity, independence, judgement and self-reflection.

Teaching and Learning

Children will experience an exciting and varied Art and Design curriculum which develops their knowledge and skills. Critical abilities will be developed using the 'Content, Form, Process and Mood' approach to looking at art (Rod Taylor) and by studying a range of different artists.

All children, across the school, will have the opportunity to develop:

- Ideas and creativity
- Skills and mastery of processes
- Knowledge of art (including that of artistic movements, specific artists and their techniques) and cultures.

Teachers will also ensure that their classroom is a visually stimulating and creative environment. This celebrates the process of learning, practising and developing skills in art lessons, which itself is supported by an art 'working wall'. Working walls are updated throughout the duration of each topic. Identified links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

Opportunities will be sought by the school to provide the children with access to places of Art and Design significance within units of work. The subject leader will identify and map school trips that support each of the topics, using the School Trips Mapping document. This lists recommended trips that are appropriate to the topics of each subject that are being taught in each team. At the beginning of the year, teachers will choose one trip per half term from the list.

Teachers, in collaboration with SLT, subject and phase leaders, will ensure that there is diversity in the subjects that children are accessing school trips in. The category that each trip falls under, is also mapped and considered at planning stage to ensure a broad and balanced enrichment offer.

School Trip Categories							
Natural World – parks, woodland	Places of Worship	Architecture + Heritage – Historic Sites and Contemporary Buildings	Artistic – Theatres, Galleries and Creative Settings	Science and Discovery	Adventure Activity and Leisure Centres	Zoos and Aquaria	Regional / National Museums

Children from Reception to Y6 have the option of accessing school trip locations via the London underground as well as local bus routes.

The school will also seek to provide access to people with specialist skills from the local and wider community to enrich the Art and Design curriculum.

2. Assessment

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit as part of the KWL process. The learning intention (LI) for each lesson is shared with the children, in the form of a 'Can I…?' question. This is stated at the beginning of lesson slides.

Children's knowledge and skills are continually assessed and developed by the teacher within each lesson, in accordance with the lesson's success criteria. These are shared with the children before their independent task and are referred to again at the end of the lesson as children review their work according to the LI. Critical discussion, including that which generated by the teacher's progressive questioning also enables ongoing assessments. The children revisit the identified 'key' knowledge, as part of the KWL process, at the end of the sequence of lessons and there is a summary of 'what I now know' in children's sketchbooks. Children's skills are also assessed and developed by the teacher during lessons and through critical discussion at the end of each unit.

Displays within the classroom and hall areas will reflect this process, as well as final artwork. A range of work across key stages will be celebrated and exhibited work will include contributions from children of all abilities.

Sketchbook development will have a high priority in KS1 and KS2. They are used to record ideas, research about artists, skills development and reflections.

3. Planning and Resources

Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children.
Teachers devise lesson slides for what is stated on the progression map for Art and Design, according to the term and year group. The school has a format for lesson slides to support planning processes and to ensure consistency. Teachers can source from a range of recommended lesson resources, including the Art Express scheme. The teacher's role is not to facilitate the information on the slides, but to use them to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners.

To support CPD and inform specific projects, the Art Express resources also includes teaching tips and techniques, links to resources and a bank of visuals.

The key vocabulary for each topic is mapped and shared with the children, with reference to the 'Topic Vocabulary (TV) Mat that each year group has created. This provides a graphic organiser of the key vocabulary, the previous relate knowledge and the current key knowledge of the topic. Responses to the 'What I'd like to know?' phase of the topic introduction, also enable and inform focussed interest planning which takes account of children's interests (as well as their starting points as informed by the 'What do I know already?' phase).

Planning considers cross-curricular opportunities and these are stated on the school's knowledge and skills progression mapping and embedded in practice. The context of the school, including the use of local resources and places to ensure relevance, is also considered at planning level.

Not all lessons will be planned to have a sketchbook outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

'ART EXPRESS, a complete art and design scheme for primary class teachers' is used to inform planning for KS1 and KS2. The units build upon prior learning and offer children the opportunity to develop and practise skills as they move up the school.

The scheme provides teachers with CPD and digital resources, to support effective teaching of: drawing, painting, printing, sculpture and textiles. The scheme has informed the whole school knowledge and skills progression map, which also takes account of the school's context. Knowledge and skills progression mapping indicates places of interest that have been identified to contextualise learning, and ensure greater relevance according to the immediate and wider locality and the use of members of the local and wider community with specialist skills. Curriculum mapping states how relevant cross curricular links will be utilised in each unit of work.

The 'double primary paint system' (brilliant yellow, lemon yellow, brilliant red, crimson, brilliant blue, turquoise, black and white) is used throughout the school to teach independent colour-mixing skills from an early age.

Children will have access to quality resources for each art unit and be taught to use materials with safety and respect.

5. Organisation

The school will plan a range of activities in art, which provides opportunities for children to:

- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work Respond to and evaluate art and craft including their own and others' work
- Understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work.

6. EYFS

The EYFS staff team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. The key knowledge and skills which has been identified for EYFS is linked to the KS1 programme of study and is aligned to and informed by the following early learning Goals:

ELG: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy when drawing.

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the processes they have used.

Nursery and Reception classes will be included in whole school projects, workshops, events and competitions, where appropriate.

7. KS1 and KS2

The National Curriculum in Art and Design

KS1
Use a range of materials creatively to design and make products.
Use drawing, painting and sculpture 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.
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
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.
Create sketch books to record their observations and use them to review and revisit ideas.
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.
Learn about great artists, architects and designers in history.

Art will be taught in periods of blocked time allowing for the acquisition of related knowledge and the development of skills and understanding in depth. Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject. The key knowledge and skills for each unit of work, in each year group, are identified on the whole school knowledge and skills progression map in Art and Design.

All pupils in KS1 and KS2 will record Art and Design work in a sketchbook. The sketchbooks will demonstrate a range of developing skills, practise with a range of mediums, responses to other artists' work through the 'Content, Form, Process, Mood' framework and final artwork (or photographs).

Whilst sketchbooks are a record of creative processes, teachers should maintain high expectations of presentation for consistency across all subjects. As in other books, children will copy the LI from the board as the title for their recorded outcome. This will be underlined with a ruler. The LI and short date will be provided on a sticker to children who are not yet able to write this independently in KS1, identified individual children with SEND and children who are working significantly below age expectation. Generally, children will write the short date themselves and this will be underlined with a ruler.

A 'Features of an Art and Design Lesson' poster is clearly displayed on the wall during lessons. This has been explained to children, so they know what is in place to help them learn according to the pedagogy of the subject.

Features of an Art and Design Lesson

Learning Intention

- My teacher shares the LI with the class as a question 'Can I…?'



Recap and Introduction to New Learning

- We recap what we know from the previous lesson or in previous year groups if we are at the start of our topic.



- The success criteria will then tell me how I can complete the task today.



Teaching and Independent Work
In a lesson, we will do at least one of the following…



- Look at and think about an artwork using Rod Taylor's approach –
  CONTENT
  FORM
  PROCESS
  MOOD



- Explore using a range of different materials in our sketchbooks.



- Practise and develop different techniques or work in the style of an artist we have studied.



- Develop our ideas and thoughts to create our own artwork.

These things help us to understand…

About a range of artists, architects and designers from the past and in the present.



How artists develop ideas in a sketchbook, use a range of different mediums in their work and how we can use them in different ways.



How to develop our skill with different materials and master the process.



How we can use art and design to share what we have learned about an artist or art movement, with our own ideas and creativity.



Evaluation

We can use the success criteria to help us decide if we have met the learning intention.



8. Equal Opportunities

Art and Design plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The Art and Design curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

8. Inclusion

Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

The following aspects of Art lessons are examples of how the school ensures an inclusive provision:

- Children are supported through differentiation, adaptation or adult support, to enable equal access
- Topic vocabulary is explained to the children from the onset, with accompanying definitions and visual cues, to ensure all children are able to use a range of vocabulary
- Teachers use 'word aware' to help children from identified vulnerable groups
- Key knowledge for all children is also provided on the TV (knowledge) mat, which is available for all children to refer to throughout the study.
- Further use of assistive technology is also considered where appropriate for individual learners; this might include the use of widget to support instructions for a creative process, or the use of an electronic devise to support research.
- Each class also has a working wall, which evolves with the topic. Teachers use this to reinforce the key knowledge and skills.

9. Role of the Subject Leader

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups and age phases across the school. This is part of the school's commitment to ensuring a high quality, broad and stimulating curriculum. They will monitor and evaluate the effectiveness of Art and Design teaching and learning, and liaise and consult with external agencies where appropriate. The subject leader will also support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of Art and Design.
A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

10. Parents

We encourage and welcome all parents and carers to support and assist with whole school events and art projects, including visits to the immediate and local wider community. Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for workshops. The school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose.

Policy Agreed: November 2026
Policy Review Date: September 2027

LOW LEVEL THINKING SKILLS ← → HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit