

Himbleton CE Primary School and Nursery



Nurture, Nature, Knowledge:
Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love...the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Art and Design Policy **2025 – 2026**

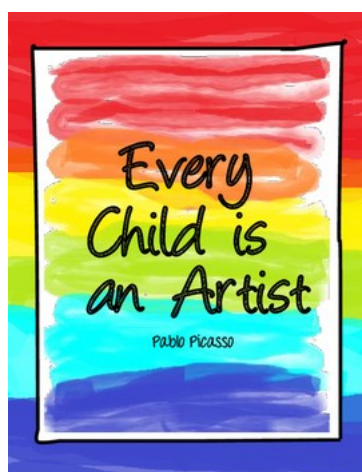
September 2025

Curriculum Intent

Himbleton CE Primary School and Nursey believes that art and design is a vital part of children's education and has a significant and valuable role in the curriculum, as well as the enrichment opportunities we offer our pupils. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially.

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 that will enable children to reach their full potential.

Subject Intent



Art and design skills are taught through a range of engaging, inspiring and challenging projects across the school. In each project pupils are encouraged to use INSPIRATION from artists, GENERATE ideas, CREATE artistic work and EVALUATE their final artwork.

Projects cover the core disciplines of art and design:

- Drawing
- Painting
- Collage
- Printing
- Sculpture

The curriculum is sequenced to ensure that skills build progressively through each project and pupils revisit the discipline across the key stage. Progress in development is supported through an 'Subject Specific Core Concepts and Core Knowledge' document which identifies age-related expectations for each discipline.

This document also identifies British, European and World artists who have been chosen for focused study within projects, allowing children to experience and appreciate the work of a diverse range of artists, from the past and the present. Selected artists include contemporary artists such as Jackson Pollock and Andy Warhol, as well as classic artists including Claude Monet and L.S. Lowry.

Our Aims

Our aim at Himbleton is to foster children's understanding and enjoyment of art and design through a wide range of activities.

We aim to:

- encourage children to express their visual, imaginative and personal ideas of the world around them by providing tactile and sensory experiences;
- develop children's understanding of colour, form, texture and pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- develop the skills required to safely use a wide range of materials and techniques;
- appreciate and evaluate the work of a range of artists and designers from their own and other cultures, both historical and present day;
- develop an appropriate vocabulary to interpret works of art and design;
- provide a changing environment that stimulates interest and enjoyment;
- allow children to value and evaluate their own work and the work of others.

Legal Framework

This policy should be read in conjunction with the Quality of Education Policy, any related subject policies and the following:

- Assessment Policy
- Behaviour Policy
- Early Years Foundation Stage Policy
- Equality and Community Cohesion Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2017
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013
- DfE 'Design and technology programmes of study: key stages 1 and 2' 2013

Admission to Himbleton CE Primary School and Nursery for all pupils complies with the Equality Act 2010, and school facilities comply with the Disability Act 2001 (accessibility). This policy should be read in conjunction with the Inclusion Policy and 'School Offer'; both are published on the school website, and the 'Local Offer' which is also accessible through the Worcestershire Local Authority website or by clicking on the following link: <https://www.worcestershire.gov.uk/sendlocaloffer>

Roles and Responsibilities

The Headteacher is responsible for:

- Ensuring that art and design is taught consistently across the school.

The art and design subject leader is responsible for:

- Overseeing the delivery of the subject;
- Ensuring the subject is age-appropriate and high-quality;
- Ensuring teachers are provided with adequate resources to support teaching of the subjects;
- Ensuring the school meets its statutory requirements in relation to the art and design curriculum;
- Ensuring the art and design curriculum is inclusive and accessible for all pupils;
- Working with other subject leaders to ensure the art and design curriculum complements, but does not duplicate, the content covered in the national curriculum;
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

The Class Teacher is responsible for:

- Delivering a high-quality and age-appropriate art and design curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;
- Acting in accordance with planning, monitoring and assessment requirements for the subject;
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND;
- Working with the art and design subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs;
- Advising staff on the use of TAs in order to meet pupils' individual needs.

The Governing Body are responsible for:

- Approving any significant changes to the art and design policy and holding the headteacher to account for its implementation;
- Monitoring and subject leader liaison.

Early Years' Provision

Pupils at Himbleton explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials;
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects;
- Use different media and materials to express their own ideas;
- Explore colour and use for a particular purpose;

- Develop skills to use simple tools and techniques competently and appropriately;
- Select appropriate media and techniques and adapt their work where necessary.

Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

The National Curriculum

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.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their 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 and cultural development of their art forms.

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 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.

Cross-Curricular Links

Reading, writing, communication, maths and computing:

The visual medium of art and design supports language development, reading and writing, and frequently accompanies it via illustration, and such links provide incidental opportunities for practising drawing and/or design skills. Where used for the purposes of teaching art and developing skills further, links are made more explicit. When appropriate, computing is used as a medium in art and design, incorporating a variety of computer applications including, '2-Paint'. Photographs are also manipulated to produce artwork using multimedia.

Foundation subjects:

Artworks are often used as a primary source to develop understanding within other subjects e.g. portraits of historical figures, religious art. Appreciation of the work of these artists is often used as a stimulus for children's own artwork as well as written work, music and drama.

Spiritual, Moral, Social and Cultural development (SMSC):

Through art and design children can consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms. They are encouraged to respect their own and others' work and learn how to offer and receive constructive feedback and praise. Appreciating art can be a moving and even spiritual experience, contributing to children's spiritual, moral and cultural development.

Enhancing the Curriculum

Himbleton holds an annual Art Day as part of its commitment to enriching the Art and Design curriculum. During this dedicated period, pupils engage in a wide range of creative activities designed to extend their skills, deepen their understanding of artistic processes, and encourage experimentation with different media, equipment and techniques.

The day culminates in the 'Himbleton Exhibition', a celebration of pupils' artwork. Parents and carers are invited to view the children's creations and share in their achievements, fostering a strong sense of pride, community and creative accomplishment.

Teaching, Learning and Planning

From Reception to Year 6, art and design is taught through termly topics. The 'Whole School Long-Term Curriculum Unit of Enquiry Overview for Art/ DT with Core Knowledge (Key Questions) and Vocabulary' outlines the art and design topics studied in each year group. Units are chosen and adapted to ensure cross-curricular links as part of a topic-based approach. We recognise that there are children of widely

different artistic abilities in all classes, so we plan suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity depending on the ability of the child.

At Himbleton, children from Years 1-6 keep a sketchbook to help develop their drawing skills. Children are encouraged to use their sketchbooks for recording, exploring and storing visual and other information, for example, notes and selected materials which can be readily retrieved and used as reference. Children are also able to use their sketch books for reviewing and identifying progress and for developing ideas and skills as a unit of work develops. There is a focus on practising and improving drawing skills in both Key Stage 1 and 2 on a regular basis. This is so that children feel confident when producing working drawings and as a result, learn to accept that it is good practice to rework drawings without the need for an eraser. Children are challenged to draw from observation, imagination and experience, using their sketchbooks where appropriate. They are also given the opportunity to draw for different purposes e.g. to explore ideas, to explain ideas to themselves and others and to record information about what has been observed.

EYFS maintains a class floor book that captures children's artwork alongside clear evidence of skill progression.

Long-term planning will outline the units of art and design to be taught within each year group across the academic year. It will ensure a balanced and coherent progression of artistic knowledge, skills, and creative experiences.

Medium-term planning will detail the key vocabulary, artistic techniques, and skills to be developed within each unit of work. It will also identify opportunities for assessment, including both formative and summative approaches. These plans will set out clear learning objectives, main learning activities, and strategies for differentiation. Medium-term plans will be shared with the art and design subject leader to ensure continuity and progression throughout the school.

Short-term planning will be used flexibly and will take the form of a weekly planning journal. It will reflect the specific objectives of each lesson, success criteria, and the intended learning sequence. Short-term planning is the responsibility of the class teacher and will build on the medium-term plan, taking into account pupils' needs and identifying effective teaching and learning approaches for practical, skills-based, and creative activities.

All art and design lessons will include clear learning objectives that are shared with pupils at the start of the lesson and reviewed to support reflection and progression in their artistic development.

Inclusion

To be read in conjunction with the school's Inclusion Policy.

Special Educational Needs and Disabilities

Art and Design provides a variety of opportunities and contexts for children to succeed, and can help develop children's self esteem. As a subject it offers the possibility of success at different levels. Teachers should identify in their planning suitable resources and differentiated activities.

In cases of physical or sensory disability the school will endeavour to provide suitable equipment and resources to allow as full access to the subject area as possible.

Teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. For some children, resources may need to be adapted to enable them to participate.

Gifted and Talented

We recognise that some children have a special ability in art which may or may not be linked to ability in other curriculum areas. Where appropriate, art planning for each unit includes extension activities to provide challenges for these identified children.

Feedback and Marking

Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within the school. We assess the children's work in art and design by making informal judgments as we observe the children during lessons.

Work will be differentiated by ability and once completed where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. This will be done verbally or in the form of stickers/post it notes, this gives teachers the opportunity to write a comment or target without writing on or making changes to pupils' artwork.

Assessment and Reporting

Evidence of work completed should be retained as a working record for the children. In Key Stage One and Key Stage Two, this should be in the form of a sketch book. The Art and Design subject leader keeps evidence of the children's work across the school in a Subject Leader file. This demonstrates what the expected level of achievement is in Art and Design in each year of the school.

Children are also given the opportunity to reflect on their own experiences and creations in art and design lessons, and may record these comments on their evaluation framework.

Resources

All classrooms have their own set of basic resources, which they replenish using class budgets yearly. We also have a central store of more specific resources to be able to teach Art and Design across the school. Teaching staff will be able to request new resources required throughout the year through the school's subject leader. At every opportunity, children should be encouraged to develop work from primary resources (i.e. actual objects, school trips etc.). If necessary, secondary resources (photos, paintings, stories, poems, etc.) may be used as stimuli.

Health and Safety

See Whole School Policy on Health and Safety.

The class teacher throughout the Programmes of Study should deal with health and safety issues accordingly. This may mean introducing key points at the beginning of a Scheme of Work, or, where appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues should be reinforced with the class at the discretion of the class teacher.

Equal Opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the art and design curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all art and design lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

Monitoring and Review

- This policy will be reviewed annually by the subject leader.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of art and design are required to familiarise themselves with this policy.
- A named member of the governing body is briefed to oversee the teaching of art and design, and meets regularly with the subject leader to review progress.

The scheduled review date for this policy is September 2026.

Appendices to Support Subject Area Including Resources

The DfE 2025 statutory framework for the Early Years Foundation Stage (EYFS)
[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

DfE 'Art and design programmes of study: key stages 1 and 2' 2013
[National Curriculum - Art and design key stages 1 to 2](#)

DfE 'Design and technology programmes of study: key stages 1 and 2' 2013

[National Curriculum - Design and technology key stages 1 to 2](#)

Whole School Long-Term Curriculum Unit of Enquiry Overview for Art/ DT with Core Knowledge (Key Questions) and Vocabulary

[download.asp](#)