

Forest Fields Primary and Nursery School



ART AND DESIGN POLICY

Updated September 2025

Approved at the meeting of the Governing Board held on: 23rd September 2025

*Signed: **James Verran***

*Position: **Chair of Governors***

Date to be reviewed: September 2026

Art is an expression of creativity using various methods and mediums to portray individual ideas or feelings.

CURRICULUM INTENT

At Forest Fields we believe that the teaching and learning of Art and Design is a vital and integral part of the curriculum. The following specialisms are studied at Forest Fields Primary (drawing, painting, sculpture, texture, printing, collage) these were chosen in direct response to the National Curriculum and to respond the need to provide opportunities to enhance cultural capital. Alongside the NC requirements (drawing, painting and sculpture) printing, texture, and collage were chosen to enable pupils to have first-hand experiences using medias and techniques that outside of school they possibly cannot and to further support SEND pupils through access to media that support sensory needs. Pupils are given opportunities to learn about a diverse range of artists as a result of the school artists being chosen to respond and reflect our school's broad cultural cohort. Through opportunities to explore and experiment pupils will learn that there are many ways to create a piece of art and make art exist. Through this approach we hope to enable pupils to become artists who are aware of strategies to discuss and evaluate both their own artwork and the works of others in a reflective and purposeful manner.

CURRICULUM IMPLEMENTATION

- At Forest Fields art is taught separately to Design & Technology for three alternate terms an academic year (Autumn One, Spring One, Summer One). Our curriculum is planned to engage and inspire all learners and our long-term and medium-term plans map out the themes covered each term for each key stage.
- Foundation Stage pupils explore Creative Development through a variety of cross-curricular topics and themes within Early Years Framework that stimulate a curiosity and interest. These are facilitated by the exploration of a wide range of techniques, ideas and resources.
- Key Stage 1 pupils spend one hour per week in their afternoon sessions on the investigating and making plus the knowledge and understanding aspects of the Art and Design curriculum. Whenever possible Art is used to support and enhance other curricula areas. Year One pupils also have access to creative resources through continuous provision on a daily basis.
- Key Stage 2 pupils spend one hour per week in their afternoon sessions on the investigating and making plus the knowledge and understanding aspects of the Art and Design curriculum. Whenever possible Art is used to support and enhance other curricula areas.
- At Forest Fields we also hope (where possible) to provide an opportunity for the whole school to celebrate the creativity of its pupils with an Art Day once a school year. This will be an occasion where pupils will be exposed to a range of creative activities that recognise and celebrate the variety of cultures and beliefs here at our school.

CURRICULUM IMPACT

When exploring a theme, the pupils should be shown a breadth of artists who have explored that theme to showcase how a simple theme could be portrayed in different ways. Through providing this opportunity to compare and contrast a range of work pupils will be able to think about things in a new creative way as they are shown that there is not an exact way to express creativity. Pupils will be able to make personal judgements of pieces of art in addition to considering why external factors could have also impacted how a piece was created the way it was.

LEARNING EXPERIENCES

Art and Design is taught both as a whole class and in-group activities. It offers opportunities for a number of grouping strategies, including mixed ability, ability and collaborative grouping and for individual work. Teaching methods include teacher demonstration, discussion and appreciation, hands-on exploration and investigation. In addition, creative opportunities are linked to technology during ICT where pupils are able to explore Art & Design on through internet research and/ or using programmes such as 2Simple. Where possible the Art Lead will seek out and identify additional opportunities for pupils such as work with local galleries and artists to further support the school's development of cultural capital.

ASSESSMENT AND MONITORING

At Forest Fields Primary we encourage pupils to take responsibility for their own learning and a range of assessment for learning strategies are used to enable staff and pupils to recognise progress being made. Strategies including self-evaluation, end of unit reviews and peer evaluations; where the pupils are encouraged to comment on each other's work using vocabulary related to the skills taught. Through these strategies both pupils and adults are able to recognise the progress being made.

The art lead will monitor planning and collect ongoing feedback from staff, supporting staff as needed to ensure the objectives are in line with the curriculum. The art lead will also use 'pupil voice' to check the visibility of art in the school and talk to the pupils about their learning and how they feel about art.

ENRICHMENT

We aim to offer enrichment through art and design through:

- Offering a school Art Club.
- Working with local artists and galleries.
- Entering art competitions (when appropriate).

CROSS CURRICULAR LINKS

Art and Design can be linked with many areas of the curriculum. For example:

- Music: expressing music through painting and drawing.
- English: paintings and drawings to illustrate texts, work inspired by poetry
- Maths: Rangoli patterns using reflective and rotational symmetry, repeating patterns.
- Science: printing bubble patterns, observational drawing, colour mixing.
- Geography: inspiration from other cultures - block printing, Japanese calligraphy.
- History: observational drawing of Art and Design facts and artefacts.
- Design Technology: printing, sculpture, textile-based work.
- ICT: exploring ways to express ideas through the use of technology.

RESOURCES

There are basic resources in each classroom and further resources are sometimes held in the stockroom. The art lead, with support of the staff, completes a yearly art audit to monitor resource availability and quality. Consumables are ordered yearly and, when necessary, specialist items are ordered according to the curriculum planning and when funding is available!

SAFEGUARDING

- Many Art and Design activities involve the use of specialist equipment. We aim to ensure that pupils are taught how to use equipment appropriately and safely. At times it may be necessary to complete certain activities for pupils when safety is or may become an issue.
- The teaching of art and design offers opportunities to support the development of our pupils at Forest Fields through the way we expect them to work with and alongside each other. The pupils learn to respect and work with each other and with adults, forming and strengthening relationships. In line with the safeguarding procedure we aim to identify any issues early to better protect young pupils.
- Filtering and Monitoring (related to KCSIE Sept 23, paragraph 142)
We use Smoothwall to monitor computing in school. We use SchoolsIT Netsweeper as our filtering service. We use Apple Classroom and Senso to support the management of computing which enables staff to support filtering and monitoring.
The School Business Manager, Headteacher and LDSLs receive weekly notifications for Level 3+ incidents. We have a LDSL that checks the monitoring system we use in school for incidents below Level 3+

CO-ORDINATOR'S ROLE

The role of the Art and Design co-ordinator will be:

- To monitor the full coverage of the programme of study areas across the school and ensure progression.
- Manage the purchase and organisation of materials and resources.
- Provide a model of good practice in teaching Art and Design within her own classroom.

EVALUATION AND REVIEW

This policy will be reviewed yearly by the whole school and governors and termly by the subject lead during allocated subject lead time.