



# Riversdale Primary School

"A nurturing, ambitious and values led school."

# Art & Design Policy

Date: 5<sup>th</sup> September 2025

Review Date: 4<sup>th</sup> September 2028



"Creativity is critical thinking and without it how are you going to open up and ask harder questions?"  
Catherine Opie (Artist)

Article 28:  
You have the right to education.

Article 29:  
You have the right to education which develops your personality, respect for other's rights and the environment.

## **LEGAL FRAMEWORK**

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

- DfE (2013) 'National curriculum in England: Art and Design programmes of study'
- DfE (2017) 'Statutory framework for the early year's foundation stage'

## **INTENT**

Art, craft and design are some of the most engaging and inspiring forms of creativity. At Riversdale, we aim to provide a high-quality Art and Design curriculum that equips our pupils with the knowledge and skills to experiment, invent and create their own works of art. Our enriching curriculum encompasses a range of skills including drawing, painting, sculpture and collage, and it encourages the pupils to think critically about their work and the work of others, developing a more rigorous understanding of Art and Design over time.

We believe strongly in the importance of building pupil confidence and supporting them to develop their own expression and style. As such, our teachers place emphasis on the concept of progress and aspiration through reflection, rather than completion and perfection. To further explore personal style, we aim to expose pupils to a wide range of artists from varying backgrounds, developing an understanding of how both Art and Design reflect and shape our history and contribute to our modern-day culture.

## **IMPLEMENTATION**

The Art and Design curriculum at Riversdale is based on the National Curriculum Programmes of Study for Key Stages 1 and 2, as well as Development Matters in EYFS. However, to provide context to each unit of learning and ensure that real-world examples of artistic skills are used as models, teaching is rooted in the work of artists, craft makers, architects and designers that epitomise the specific concepts that we wish our pupils to learn.

The pupils explore five main domains throughout the school year:

- Drawing
- Painting
- Sculpture
- Collage
- Printing

## **CURRICULUM PROGRESSION**

Based on the National Curriculum, senior and subject leaders have constructed a curriculum progression map which identifies how the Art and Design specific knowledge and skills develop over a pupils' time at the school. This progression ensures that pupils build increasingly rich schemata, revisiting and deepening their understanding of key concepts as they move through the primary years. Each year group's objectives are linked, growing in complexity and independence to foster mastery and ensure alignment with National Curriculum expectations.

The curriculum is structured around five key technical domains: drawing, painting, sculpture, collage and printing. Careful consideration has been given to how these domains and strands are addressed, beginning with the Early Years Foundation Stage and continuing through each subsequent year group. This creates a spiral curriculum, where key concepts are revisited at increasing levels of complexity, allowing pupils to build upon prior knowledge and skills, fostering long-term retention and mastery.

To ensure comprehensive coverage of the National Curriculum for Art and Design, the curriculum progression map specifies when and where each concept is introduced and revisited across the academic year and in each year group. This provides a clear long-term plan, allowing staff to ensure all National Curriculum expectations are met while offering opportunities for revisiting and reinforcing key skills and knowledge. Teachers use this map to plan lessons and projects that allow pupils to apply and deepen their understanding, while also providing opportunities for adaptive teaching and assessment.

## TECHNICAL KNOWLEDGE DOMAINS

The five technical domains are introduced in a way that builds complexity as pupils advance through the school.

### **Drawing:**

Pupils are taught basic drawing skills from Early Years upwards, progressively becoming more technical as they approach KS2. They start by learning about line, shape and mark-making which will later aid their skills in shading, scale, proportion and more detailed observational drawings. They also explore a variety of different artists including illustrators, fine and abstract. Alongside this, they slowly build their knowledge and technique in using a range of drawing tools, eventually using them for a mixed media piece in Year 6.

### **Painting:**

Similarly, to the drawing curriculum, pupils are taught basic painting skills which develop and become more technical as they progress by the end of their primary years. Pupils will first start with experimenting with colour (focusing on primary colours in the early years) and different tools we can paint with (string, flowers, paper etc.). This will progress into using different size and shape paintbrushes in KS1, again with a focus on primary colours but now looking at the colour wheel and how we create secondary colours. By KS2, this develops into experimenting with tertiary colours and different kinds of brushstrokes. The pupils also have an opportunity to discover a variety of artists, including abstract, modern and impressionists. This helps them see how the different techniques they have been learning can be used effectively.

### **Sculpture:**

Pupils have an opportunity to work and experiment with clay and clay tools from Reception up to Year 6. Focusing on the way we can mould and shape clay using techniques such as pinching, rolling etc. and then eventually how we attach and finish the clay. They also learn about natural sculptures in KS1 and in KS2 the pupils are also introduced to how to create armature for their clay sculptures. The pupils learn about different sculpture artists and through them, discovering that structures like these can be made of anything and can be made from their imagination, according to how they feel or what they experience.

### **Collage:**

To introduce collage, children in Early Years will practise with scissors, cutting shapes and creating patterns. This will lead on to using magazines to create more detailed collages and then eventually mixed media collages as they go into KS2. There is a focus on careful and precise cutting whilst also using their creativity and imagination. The pupils research collage artists who not only create very imaginative and often realistic collages but also pieces that use memories and working with intuition. This then encourages the pupils to create their own individual works of art, which is developed from Early Years to year 6.

### **Printing:**

The pupils begin printing in Early Years using objects like fruit, Lego, flowers and also their hands to create different prints. This will then lead on to making rubbings, mono-printing and relief printing in KS1, creating more detailed printing blocks and two-colour overlays in KS2, with collagraphy being introduced in year 6. These techniques are taught alongside artists who use them, or create interesting patterns and designs in their work that influence the pupil's own designs.

## CURRICULUM PLANNING

Each year group focuses on six units of learning throughout the year. To support teachers with ensuring that the correct technical knowledge and skills are addressed within each unit of learning, Teacher Knowledge Organisers are provided. These identify what substantive knowledge and disciplinary skills should be taught in each lesson in the sequence. This ensures consistency of lesson content over time and therefore curriculum coverage. Linked to this,

teacher knowledge organisers clearly identify appropriate retrieval questions which should be asked throughout the unit of learning, to support pupils in transferring knowledge from the short term to the long-term memory, as well as providing appropriate formative assessment opportunities. These documents are not schemes for learning, as the methods used to impart the desired knowledge and skills are not mandated, rather they will be decided by the teacher based on the specific pupils within their class.

At the start of each unit of learning, pupils are provided with a Knowledge Organiser that:

- outlines prior learning that they will be building upon,
- lists the sequence of lessons so that pupils know what they are studying,
- identifies the most significant knowledge that they should gain
- includes images of key concepts, or significant examples to provide additional context for the pupils
- defines the subject specific terminology that they are expected to learn and use.

These are referred to throughout the unit of learning, supporting pupils in the development of the technical knowledge required to solve the problem they have been presented with.

## LESSON STRUCTURE

Art and Design is taught through discrete meaningful lessons that take place weekly. We structure the timetable in such a way as to ensure pupils are building on knowledge and skills throughout the year, rather than in blocks, and use retrieval practices to move knowledge from pupils' working memory to their long-term memory. Occasionally units of learning may have a cross curricular link if this is genuine and does not detract from the core Art and Design knowledge and skills.

Pupils in the Foundation Stage are given the opportunity to, 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function' through basic and enhanced provision.

Pupils in Key Stage 1 and 2 will follow the school's lesson structure, which has been developed in reference to Rosenshine's Principles of Instruction:

- Retrieval (daily, weekly and monthly review),
- New Learning (in small steps):
  - Modelling (including asking questions),
  - Guided Practice (including checking student understanding and additional scaffolds that meet need),
- Independent Practice (providing enough challenge/support to obtain at least 80% success rate).

Pupils are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by: the learning task or activity, the nature of the theme and the resources being used.

## ASSESSMENT

To ensure that pupils are progressing in their Art and Design learning, assessment is integrated throughout the curriculum. Teachers use both formative and summative assessment methods to monitor pupils' understanding and skills development. Formative assessments, such as observational notes and peer evaluations, help track individual progress and inform future lesson planning. Summative assessments, including art reviews and knowledge acquisition assessments ensure that pupils are meeting the expected learning outcomes by the end of each academic year. The curriculum also emphasises the development of self-assessment and reflective skills, encouraging pupils to evaluate their work and identify areas for improvement.

## INCLUSION

The school is committed to ensuring pupils of all backgrounds and abilities can access the curriculum. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged, so that all pupils can access the learning.

- Tasks are adapted to ensure pupils of all abilities are challenged.
- Reasonable adjustments are made by the class teacher and subject leader in collaboration with the SENCo and other relevant members of staff.

- The SENCo will review reasonable adjustments on a termly basis to ensure they remain suitable for pupils.
- Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy, SEND Policy and EAL Policy.

## HEALTH AND SAFETY

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control.
- to manage the environment to ensure the health and safety of themselves and others.

A limited number of tools and materials can be found in the art cupboard located outside the "Aquarium" and "Pond" staff areas. These are restocked when necessary and are available for all classes to use.

## **IMPACT**

- Each pupil's performance in Art and Design will be assessed by the teacher against the progression documentation expectations.
- Pupil progress will be reported to parents through the end of year report and orally during the parent-consultation evenings where parents specifically ask.
- Children are given opportunities to self-assess their own achievement and progress throughout the year.

## **ROLES AND RESPONSIBILITIES**

### Governors

- Ensuring a broad and balanced Art and Design curriculum is implemented in the school.
- Ensuring the school's Art and Design curriculum is accessible to all pupils.

### Headteacher/Deputy Headteacher (Quality of Education)

- The overall implementation of this policy.
- Ensuring the school's Art and Design curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the Art and Design curriculum
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching Art and Design.

### Subject Leader

- Preparing policy documents, curriculum plans and schemes of work for Art and Design.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Art and Design, providing support for staff where necessary.
- Organising the sourcing of and deployment of resources and carrying out an annual audit of all Art and Design resources.
- Advising on the contribution of Art and Design to other curriculum areas.
- Keeping up to date with developments in Art and Design education, passing this on to other members of staff. This could include leading staff meetings and providing staff members with the appropriate training, working alongside colleagues etc...
- Monitoring and evaluating progress in Art and Design and liaising with senior management on any action necessary.
- Liaising with appropriate bodies e.g. other primary schools and secondary schools, governors, the LA etc. concerning matters relating to Art and Design.

### Teacher

- Acting in accordance with this policy.
- Liaising with the Art and Design lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the Art and Design lead or a member of the SLT.

- Undertaking any training that is necessary to teach the subject effectively.

## **MONITORING & REVIEW**

This policy is monitored and reviewed by the Art and Design subject leader.

This policy will be reviewed at least every three years.