

Windsor Community Primary School



Art and Design Policy

September 2025

Vision

At Windsor Community Primary School we believe that Art and Design is a vital part of education for all of our children. Children are inspired and encouraged to invent and create their own works of art, craft and design throughout their time here. As they progress, pupils should be able to think critically and develop a more rigorous understanding of art and design. They should understand how art and design both reflect and shape our history and contribute to our culture. Children's creativity, at every level, is celebrated at Windsor.

Aims

Our aim is to provide an art curriculum which will enable each child to reach their full potential, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

To achieve our aim, the school plans a range of activities in Art which provide opportunities, as required by the National Curriculum, for pupils to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture
- Develop a knowledge and understanding of materials and components
- Develop, plan and communicate ideas
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this to their work
- Respond to and evaluate art, craft and design, including their own and the work of others.

Intent

Our Art curriculum is designed to inspire creativity, ignite imagination, and build confidence in self-expression. We aim to equip children with the skills,

knowledge, and techniques to create and evaluate artwork, while developing an appreciation of diverse artists.

Implementation

Our Art curriculum is carefully structured to ensure clear progression of skills and knowledge from Early Years through to Year 6. Lessons focus on developing techniques in drawing, painting, sculpture, while encouraging experimentation and exploration. Children study the work of a wide range of artists, craft makers, and designers, making connections between art, history, culture, and the wider world. Opportunities for cross-curricular links are built in, enabling pupils to deepen learning through creative application. Sketchbooks are used to record ideas, and will go up with the child each year, practice techniques, and reflect on progress, fostering independence and ownership of learning.

Impact

By the end of their Windsor education, pupils will have developed the knowledge, skills, and confidence to express themselves through art and design. They will have an appreciation of how art both reflects and shapes our history, culture, and identity. The children will be able to talk confidently about their art work and the creative process.

The Role of the Art Subject Leader

The subject leader will promote Art by:

- Reviewing policies and school's scheme of work to ensure they meet National Curriculum requirements
- Supporting colleagues with the planning and teaching of Art and demonstrating good practice
- Monitoring attainment, planning and teaching of the subject
- Ordering resources to a line with the Medium term plans
- CPD for staff were needed using staff meeting time

Planning

Teachers will follow a clear medium term plan for Art that will follow a sequence towards creating a final piece. Art is taught in August 1 drawing, Spring 1 painting and Summer 1 sculpture which allows for teachers to block teach their lessons and enriches the children in the art topic for that term, developing a passion and clear knowledge for that unit of work.

Early years have a unit of work planned for each half term, which include a wide range of painting, sculpture and drawing which will show clear progression within their art books.

Class teachers will ensure they set high expectation of what is to be taught from the medium term planning.

Assessment

We assess the children in order to ensure that they make good progress in the subject. We do this informally, during lessons and teachers record assessment details in lesson evaluations in planners. Progress is monitored through evaluations after each lesson and what skills the children use during their final piece. Children's sketchbooks stay with them throughout the school as a show of progression across their primary years.

Special Need and Equal Opportunities

Every child's response is unique and activities in art are planned to allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. Teachers will provide instruction and guidance on technical processes to take account of individual needs and will use visual support for children that need it.

Inclusion

We have included a range of different artists from different backgrounds, ethnicity, genders and cultures. Allowing the children to more opportunities to connect with the artists they are learning about.

Health and Safety

All pupils will be taught to use materials, tools and techniques safely and in accordance with health and safety requirements. All adults working with pupils

in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

Cultural Capital

We are increasing children's cultural capital in art by exposing children to a range of different artists, enhancements like after school art club and enriching activities.

Oracy

Children's oracy is developed within art through children developing a wide range of vocabulary during their art lessons. Children are encouraged to use taught vocabulary when describing the work, they have produced. After completing their final piece children will reflect on their peers work and will use the vocabulary taught to explain their thoughts and opinions.