


Temple Sowerby CE Primary School

Art and Design Policy

2025/2027

Approved by	
Name:	Mr K Laithwaite - Headteacher
Signed:	
Date:	16 th April 2025
Review date:	15 th April 2027
Subject Leader	Emma Capstick

Living for learning; learning for life.

Our Vision

At Temple Sowerby CE Primary School, our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Intent

At Temple Sowerby C of E Primary School, we encourage our pupils to become lifelong learners. We believe art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It sparks their imagination and is a fundamental means of personal expression.

We aim to offer children opportunities to:

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- use art to extend and enrich other curriculum areas

Implementation

Art is taught to all children in school on a weekly basis to develop key skills, promote enjoyment of art and embed the purpose and importance of the subject. The core aims of the National Curriculum (see Appendix 1) are addressed in each lesson. However, we also seek to provide opportunities for children to apply their artistic skills in other aspects of school life, such as in our values days, when we use art and creativity to encourage reflection. We also promote links with local artists to access different styles of art, such as making 3d masks as part of a school performance or creating a felt wall hanging to commemorate Remembrance Day.

We plan opportunities for:

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books
- first-hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Differentiation

Differentiated activities across the school will take account of the children's differing needs and abilities (working towards, at expected level and at greater depth) ensuring all children have access to the curriculum at the appropriate standard. Children with special educational needs are supported to enable them to achieve the learning objective (see the Special Educational Needs Policy and the Equal Opportunities Policy for details).

Impact

By the end of EYFS, children will be able to express their ideas and feelings through a range of artistic techniques. The children will have regular access to paints, colouring pencils, felt tips and junk modelling equipment for child led art and design opportunities. During adult led learning they will develop techniques such as cutting skills, colouring and painting accurately. The children will be exposed to artwork and given opportunities to discuss this. Children will have the opportunity to explore and play with a wide range of media and materials through both adult led and child initiated learning.

By the end of Key stage 1, children should be able to design and create products using a range of materials and to share their ideas and experiences through drawing, painting and sculpture. Children should be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They should understand about the different work of a range of artists and link their practices to their own work.

By the end of Key Stage 2, children should be able to develop their techniques, including their control and their use of materials. They should create sketchbooks to record their observations which they review and revisit. Children should also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials and have an understanding of great artists, architects and designers in history.

Assessment

Assessment is a vital tool in the teaching of art, designed to monitor children's progress, measure attainment and inform future planning. Teachers are responsible for assessing and recording children's progress in the school's art and design assessment tracker. Teachers assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art subject leader, the Headteacher and the class teacher.

The main aspects of the art subject leader involve:

- providing leadership and direction in art
- ensuring the national curriculum is implemented effectively
- working closely with staff, offering guidance, support, leadership and arranging in-service training as appropriate
- scrutinising work and the results of termly/annual assessments throughout the school and providing feedback
- maintaining, auditing and updating resources
- monitoring and evaluating the quality of teaching and learning throughout the school in art
- coordinating the review and updating of the policy when necessary
- ensuring the art Action Plan is implemented, monitored, evaluated and reviewed in line with the SIP and LA priorities

Appendix 1 - National Curriculum Coverage

Early Years Foundation Stage

Physical Development:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Expressive Arts and Design:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

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.

Appendix 2 - Our Art Curriculum

At Temple Sowerby CE Primary School, art is taught as a stand-alone subject - individual units are taught over a half-term, alternating with Design Technology units, as per the following (art units in blue):

Early Years Foundation Stage:

During their time in the Early Years Foundation Stage, the children will cover a range of topics which form the basis for all of their learning. All of these topics include links to art and design as outlined in our Early Years Long Term Plan.

Autumn		Spring		Summer	
All About Me	Terrific Tales	Amazing Animals	Come Outside	A Ticket To Ride	Fun at The Seaside

Key Stage 1:

Cycle	Autumn		Spring		Summer	
A	Colour Creations	Moving Pictures	Self Portrait	Playgrounds	Andy Goldsworthy	Eat More Fruit and Vegetables
B	Sparks and Flames	Vehicles	Henri Rousseau	Puppets	Winding Up	African Art

Key Stage 2:

Cycle	Autumn		Spring		Summer	
A	Leonardo Da Vinci	Packaging	Art Illusions	Sandwich Snacks	Seurat and Pointillism	Moving Monsters
B	At the Pantomime	Photograph Frames	Can we change places?	Money Containers	Warhol and Pop Art	Storybooks
C	Cityscapes	Bread	People In Action	Fairground	Journeys	Slippers
D	Famous Buildings	Controllable Vehicles	Famous Fashions	Programming Pioneers	Monet and the Impressionists	Shelters

Appendix 3 - Progression of Disciplinary Knowledge

EYFS	Year 1	Year 2	Year 3
<p>Physical Development:</p> <ul style="list-style-type: none"> I can use a range of tools competently, safely and confidently. <p>Expressive Art & Design</p> <ul style="list-style-type: none"> I can talk about what I can see in a piece of artwork. I can use a range of simple brush strokes. I can keep in the lines when colouring. I can represent an object or emotion in my artwork. I can create collaborative pieces of artwork. 	<ul style="list-style-type: none"> I know how to show how people feel in paintings and drawings. I know how to create moods in art work. I know how to use pencils to create lines of different thickness in drawings. I know how to create a repeating pattern in print. I name the primary and secondary colours. I know how to cut, roll and coil materials. I know how to use computers or tablets to create a picture. I describe what I can see and give an opinion about the work of an artist. I ask questions about a piece of art. 	<ul style="list-style-type: none"> I choose and use three different grades of pencil when drawing. I know how to use charcoal, pencil and pastel to create art. I know how to use a viewfinder to focus on a specific part of and artefact before drawing it. I know how to mix paint to create all the secondary colours. I know how to create brown with paint. I know how to create tints with paint by adding white. I know how to create tones with paint by adding black. I know how to create a printed piece of art by pressing, rolling, rubbing and stamping. I know how to make a clay pot. I know how to join two clay fingerpost together. I know how to use different effects within an IT paint package. I suggest how artists have used colour, pattern and shape. I know how to create a piece of art in response to the work of another artist. 	<ul style="list-style-type: none"> I know how to show facial expressions in my art. I know how to use sketches to produce a final piece of art. I know how to use different grades of pencil to shade and to show different tones and textures. I know how to create a background using a wash. I know how to use a range of brushes to create different effects in painting. I know how to identify the techniques used by different artists. I know how to use digital images and combine with other media in my art. I know how to use IT to create art which includes my own work and that of others. I know how to compare the work of different artists. I recognise when art is from different cultures. I recognise when art is from different historical periods.

Year 4 artist	Year 5 artist	Year 6 artist
<ul style="list-style-type: none"> I know how to show facial expressions and body language in sketches and paintings. I know how to use marks and lines to show texture in my art. I know how to use line, tone, shape and colour to represent figures and forms in movement. I know how to show reflections in my art. I know how to paint onto different materials using at least four colours. I know how to sculpt clay and other mouldable materials. I know how to integrate my digital images into my art. I experiment with the styles used by other artists. I explain some of the features of art from historic periods. 	<ul style="list-style-type: none"> I identify and draw objects and use marks and lines, to produce texture. I know how to successfully use shading to create mood and feeling. I know how to organise lines, tone, shape and colour to represent figures and forms in movement. I know how to express emotion in my art. I know how to create an accurate print design following criteria. I know how to use images which I have created, scanned and found; altering them where necessary to create art. I research the work of an artist and use their work to replicate a style. 	<ul style="list-style-type: none"> I explain why I have used different tools to create art. I explain why I have chosen specific techniques to create my art. I explain the style of my work and how it has been influenced by a famous artist. I know how to overprint to create different patterns. I know how to use feedback to make amendments and improve my art. I know how to use a range of e-resources to create art.

Progression of Vocabulary

EYFS - Reception	Year 1	Year 2	Year 3
<p>Colour, shape, paint, colour, draw, marks, lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, wet, dry, flaky, fixed, mix, cut.</p>	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p>Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.</p>	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p> <p>Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>	<p>Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.</p> <p>Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.</p> <p>Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.</p> <p>Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.</p> <p>Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p>
Year 4	Year 5	Year 6	
<p>Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p> <p>Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p> <p>Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.</p> <p>Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p> <p>Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.</p>	<p>Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.</p> <p>Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.</p> <p>Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure.</p> <p>Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p> <p>Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.</p>	<p>Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p>Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p>Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p>Collage & Textiles: Manipulation, Smocking, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.</p> <p>Sculpture: Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.</p>	