

ART AND DESIGN POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: APRIL 2026

POLICY TO BE REVIEWED: APRIL 2027

VISION FOR ART AND DESIGN

At Hatfield Peverel Infant and Nursery School, we aim to inspire pupils and develop their confidence to experiment and invent their own works of art using different mediums and processes. We give pupils every opportunity to develop their own ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as to learn about art and artists across cultures and through history.

We teach art and design for the purpose of giving pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. It enables pupils to communicate what they see, feel and think through the use of colour, pattern, texture, line, tone, shape, form and space.

AIMS

- To develop their critical awareness when evaluating and analysing creative works using the language of art, craft and design.
- To foster an appreciation of the arts and knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- To use a range of materials creatively to design and make products
- To share and develop their ideas and imagination by using drawing, painting and sculpture
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, tone, shape, form and space
- To know about the work of a range of artists, crafts makers and designers; describing the differences and similarities between different practices and disciplines, and making links to their own work
- To develop a reflective approach to art and design using sketch books to record their observations; referring back to them to review and revisit ideas.

IMPLEMENTATION

NURSERY

Planning in Nursery for Art and Design ensures that pupils experience a rich range of exploratory, hands-on opportunities that build early problem solving, creativity and confidence. Activities are shaped around pupil's interests and topics, with adults modelling skills, introducing new resources, and supporting purposeful play. Planning remains flexible and inclusive so that every child can participate meaningfully, with environments and resources adapted to meet diverse developmental, sensory, and communication needs.

EYFS and Key Stage 1

At Hatfield Peverel Infant and Nursery School, our planning is based upon the 2014 National Curriculum. We use a scheme of work called 'Kapow' which supports the pupils to meet the National Curriculum end of key stage attainment targets.

The Kapow Art Scheme of Work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing pupils to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Each year group will cover units of work that cover drawing, painting and mixed media, sculpture and 3D and craft and design.

At Hatfield Peverel Infant and Nursery School we follow a progression map, which is split into year groups. This ensures appropriate progression between year groups. Each level of skill is planned to build on the prior knowledge and skills achieved by the pupils. In Key Stage One, Art and Design is taught in half termly blocks, linked with specific topics where possible, alternating with Design and Technology. In the Foundation Stage, Art is taught regularly, and is often embedded within continuous provision, giving pupils frequent, play based opportunities to develop early skills.

The units fully scaffold and support essential and age appropriate, sequenced learning. Creativity and independent outcomes are robustly embedded into our units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas.

INCLUSION

Adapted provision is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Unit cover sheets are available at the start of each unit to offer pupils a visual record of the key knowledge and techniques learning, encouraging recall of skills processes, key facts and vocabulary. Kapow offers videos by subject specialists to enable pupils to see are techniques modelled by experts.

IMPACT – ASSESSMENT, RECORDING AND REPORTING

Our pupils are involved in evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. By taking part in regular discussions and decision-making processes, pupils will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding on how to improve.

Our pupils will be able to:

- Produce creative work, exploring and recording their ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject-specific language
- Know about great artists and the historical and cultural development of their art
- Meet the end of key stage expectations outlined in the National Curriculum for Art and Design

Pupils in Key Stage One record the development of their skills, observations, planning and evaluations in sketchbooks. Through regular discussions and observations, staff assess understanding. Data is recorded termly onto Insight trackers to inform future planning and final yearly assessment levels.

We strive to ensure that our pupil's attainment in art and design is in line with or exceeds their potential when we consider the varied starting points of all our pupils. At Hatfield Peverel Infant and Nursery School, we believe that our Art and Design curriculum will give our pupils a strong foundation of key skills and knowledge. Through our broad and balanced three-year curriculum, our pupils are given the opportunities to explore, discover and develop their skills through hands on experience, where they evaluate and suggest ways to improve their own work and the work of others.

- Evidence of the pupil's achievements is provided through physical and recorded activities, as well as photographic evidence recorded on Tapestry.
- Homework challenges often include art and design activities.
- KS1 teachers complete termly assessments for Art and Design on Insight to identify pupils working at, above and below age related expectations.
- Assessment through climate walks, drop ins, staff meetings, pupil perception surveys, child-initiated conversations, work scrutiny, planning monitoring and regular reviews of the learning environment. Self and peer evaluation are an integral in making assessments.
- Annual action plan is completed.
- Parents can monitor pupils's achievement through displays, twice yearly parent consultation evenings, annual celebration evening.
- The progress of an individual child in this area of the curriculum is reported to parents at the end of the academic year.

SEND AND EQUAL OPPORTUNITIES

We recognise the fact that we have pupils in our school of differing ability, and so we provided adapted provision and suitable learning opportunities to all our pupils by matching the challenge of the task to the ability of the child. We achieve this through the application of scaffolded tasks or personalised tasks where appropriate. The Kapow scheme of work allows staff to access material from the previous year group if we feel it is more appropriate for specific pupils.

All pupils, regardless of race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of art. The Kapow scheme of work offers a range of perspectives and viewpoints, including those of men and women of different racial, national and religious groups.

RESOURCES

Resources are stored in the central resource cupboard, classrooms, labelled drawers in the central corridor and outdoor shed. Staff can contact the subject lead if they need any resources for a particular activity. The subject lead will review stock each term and an audit will be updated annually.

MONITORING AND REVIEW

This policy will be reviewed annually by the subject leader. The subject leader supports colleagues in the teaching of art and shares current developments with staff.

ZF April 26