



ART & DESIGN POLICY 2025

Subject Leader
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Intent:

The appreciation and enjoyment of the visual arts enriches all our lives and is entwined in our culture. At Golden Hill Short Stay School we aim to inspire and foster a deep love of art and design. Art gives children unique opportunities to express themselves and a method of recording their ideas and making choices in a creative way. Our teaching of art enables children to gain a knowledge and understanding of art and craft in our everyday lives. Through learning about the role and functions of Art and Design, they can take steps to explore the impact it has had on contemporary life and that of different times and cultures. We aim to inspire children's curiosity by using visual, tactile and sensory experiences to learn new skills and make creative decisions.

The aims of teaching art in our school are:

- ***Be curious and ask questions***
- ***Evaluate and reflect***
- ***Work collaboratively***
- ***Apply their learning***
- ***Solve problems whilst developing resilience***
- ***Communicate their learning***
- ***Challenge ideas.***

The Art and Design curriculum focuses on developing the skills and abilities of all our children. Staff are fully committed to ensuring the needs of our children are met both academically and in regard to their social, emotional and behavioural difficulties.

School staff aim to motivate and challenge children to want to achieve their best and to take learning risks without fear of failure. Our curriculum develops artistic skills whilst encouraging an attitude of giving it a try and not being afraid to fail.

We seek to make our curriculum meaningful and relevant to all our children. We effectively use our local environment and the expertise within the school and the wider community to present interactive and engaging teaching and learning. Our aspiration and commitment is for our children to become independent learners, to learn through practical first hand experiences, creative opportunities, and engagement with school visitors.

Teaching Art and Design to Children with SEMH and SEND

The benefits of Art and Design can have a profound effect on learners, not only through developing knowledge of art and its associated practices but, in addition, the cultivation of self-confidence that the nurturing of creativity can bring. There can be challenges for learners with physical and sensory issues, as well as for those with self-regulating behaviours. We always consider the practical layout of the room and seating. We consider how our learners with a physical disability have the appropriate space to work. Learners who struggle with fine motor skills have a broader resource base. Learners with more sensory needs have access to adapted visual or auditory aids. Some learners' struggle to work as part of a group and they can benefit from working more individually. We build in plenty of discussion time where all learners feel safe to voice their ideas. We explain how experimentation is an opportunity to develop ideas and that there is not one correct way to do this. We provide a variety of model examples to support learners and develop their skills and confidence. As a further part of planning, we strive to test a practical task before a lesson, as this can pinpoint techniques that may need to be adapted. Sharing these findings as part of modelling a task to learners is a valuable learning opportunity for them. There may be circumstances when pre-teaching can be planned to ensure a learner or group has access to new vocabulary, information or resources before the lesson takes place. This helps those who may struggle to engage, in that they are prepared for the lesson experience.

Implementation:

We strive to foster high quality learning opportunities across the arts for our children, both inside and outside the classroom. We try to show children that art is about more than drawing and painting by letting them experience different materials and processes and by exploring the work of historical and modern artists and crafts people. Art is the perfect vehicle to provide cross curricular enrichment so where possible we link some of our art projects to other curriculum topics. Alongside this we follow the Lancashire guidance for the progression of skills in drawing, painting, textiles, sculpture and ICT. The staff demonstrate skills and good practice and we encourage the use of sketches as a starting point to record ideas, where possible we investigate the work of artists, and enable the children to try new skills. They will then apply their skills and ideas using a range of medium on a variety of scales.

We provide opportunities to learn traditional craft skills such as sewing and mosaics by inviting visiting artists into school. Children are also able to access art within our options timetable.

Teaching and learning styles

Golden Hill uses a variety of teaching styles to cater for the different learning styles of children. In Art and Design teaching and learning offers a progression of knowledge and through a range of pedagogical approaches, access a wide range of processes, such as

drawing, painting, sculpture, printmaking, collage, textile and digital art. Where appropriate, learners have the opportunity to learn about a range of artists, craft makers, designers and architects from across the genres, as well as across the wider historical and contemporary cultural world. Learners are given opportunities to develop ideas, experiment with techniques and processes, and present their findings through evaluating their own work and that of others.

Curriculum Planning

Art and Design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively, the latter highlighting the importance of working together for a common purpose to demonstrate to learners that their contribution is important. Thereby Art and Design connects learners to the wider world in ways that other subject areas cannot.

When planning schemes of work, we consider how to make the curricular goals in Art and Design accessible and inclusive for all learners. Potential barriers to learning for individuals are anticipated alongside a pathway to ensure these learners can actively participate in the best possible way. Planning identifies what children and young people will learn. Teachers consider factors that support each learner's needs, and factors that may inhibit or prevent learning such as use of equipment, environmental sensitivity risks, gaps in knowledge of vocabulary or processes. Teachers are mindful of how to balance adult support alongside opportunities for independent learning, ensuring that tasks are broken down and build incrementally. The range of pedagogical approaches that art and design can offer, is useful for many learners to overcome some of the barriers that may present themselves in other curriculum areas. Indeed, some learners may thrive, enjoying the prospect to express their ideas in a way that is unique to them.

EYFS

The early years (EYFS) Art and Design curriculum focuses on nurturing children's creativity and imagination through hands-on exploration of materials and media, with an emphasis on process over outcome. Children learn by experimenting with different tools, textures, colours, and forms, fostering skills in communication, problem-solving, and physical dexterity. The curriculum is integrated across other areas, including physical development, literacy, and mathematics, and encourages children to observe, discuss, and take creative risks in both indoor and outdoor environments.

Key Stage 1

Key Stage 1 builds upon what was learnt in EYFS with further opportunities given to develop fine motor skills, experiment with a broader range of media and become more independent artists. There are regular opportunities for learners to practise their fine motor skills through making using a variety of media, as well as regular opportunities to experiment, for example

mixing primary colours. Practical activities are accompanied by visual resources including videos, photos or examples of artwork. Additionally, any new vocabulary is introduced, displayed and used in context by adults regularly. Equipment is broad-based, so that all can access the lesson. Independence is nurtured.

Key Stage 2

Key Stage 2 builds upon and expands learners' knowledge of art and design, providing them further opportunities to learn the subject. Sketchbooks are used to record observations and experiment with ideas; all learners benefit from being taught and modelled how to use a sketchbook, including annotations, sketches, collages, mock up and final outcomes. The contextual side of art is expanded upon to include architects in the range of artists and designers. Learners will start to develop an appreciation of artists and designers as they look at similar and different ways artists have worked across time and contexts. Learners will continue to experiment and revisit art and design techniques and methods to improve their mastery allowing them to be confident with their experimentation and expression of ideas.

These strategies scaffold learning across all year groups for practical art lessons:

- Share information visually as well as through discussion.
- Allow sufficient talk time to encourage thinking and idea sharing.
- Key vocabulary should be clearly displayed and used repetitively throughout lessons.
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.
- Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud.
- Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.
- Support learners to develop their fine motor skills through regular opportunities.

Assessment

Formative assessment in art occurs throughout the learning process through dialogue and conversation. Because we value pupils' creative and individual responses in the subject, we give open-ended feedback and use effective questioning techniques.

Progress in Art and Design can be demonstrated strongly through the use of Seesaw and big books to record ideas, reflections, critical analysis of artists, and development of technical skills. Each child is unique, and each their work should be unique, enabling pupils to develop independence and creativity. Looking back through their work, children will see ideas developing, skills improving, knowledge being recorded, and critical thinking about artworks and the purpose of a project.

Recording of work

Art and Design is taught in the spring term and children's work is either photographed and uploaded on to Seesaw or copied into the class big book.

ICT

ICT (Information and Communication Technology) enhances art and design by providing tools for idea generation, creative expression, production, and research, allowing for digital art, 3D modelling, and virtual reality experiences alongside traditional media.

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Resources

The Art and Design store cupboard is stocked with supplies to deliver work skills across the curriculum as well as during the units of work. Staff are requested to advise what they will need and the order is placed to meet requests.

Impact:

The impact for our children is that they are equipped with skills and knowledge to continue exploring and enjoying Art and Design as they return to their mainstream school.

During the lesson, children's work is assessed through discussion, with the teacher giving guidance and advice. The children are encouraged to continually self-assess. Work in progress and completed work is shared with peers and regularly displayed, showing the children how their creative choices are important by sharing with peers, other classes, parents and visitors.

Display

The children's work is displayed on the Art and Design display boards following the completed units of work.

Responses to Children's Work

At Golden Hill, we recognise the importance of responding to children's work. When children learn and apply a new skill this is praised orally and then shared with other staff members in class, peers and SLT. Photographs are taken and uploaded onto Seesaw to

share the children's successes with their families. Completed art work and models are displayed to celebrate the children's achievements.