ART AND DESIGN POLICY
2026-2027

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Rationale

It is our aim at Dovers Green School to develop children's creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes so they can learn about the role of art, craft and design in their environment. In this way our children will begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings.

Aims

- help children to become visually literate, using art as a form of visual communication, developing their ability to communicate ideas and feelings about their own and other's work.
- teach relevant skills such as colour mixing and techniques in order that their ideas can be realised.
- develop their understanding of colour, form, texture and pattern.
- develop their imagination, creativity and design capability by providing visual, tactile and sensory experiences.
- encourage children to observe carefully, critically and in detail and become aesthetically aware of the world around them.
- encourage children to experiment and become familiar and confident with a variety of materials.
- provide opportunities for children to value contributions made by artists, craft workers and designers within their own and other cultures.

Planning and Teaching Strategies in Key Stage 1

At Dovers, we have chosen to follow the Kapow Primary scheme of work, because we want to inspire pupils and develop their confidence to experiment and invent their own works of art. The Kapow curriculum aims to do this by giving pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

The Kapow Art revised 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 children 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.
Units in each year group are organised into four core areas:
- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Early Years

'Expressive arts and design' is one of 7 areas within the Foundation stage Curriculum. At Dovers we believe that developing children's artistic and cultural awareness fosters imagination and creativity. Through well-resourced and considered continuous provision, pupils regularly engage with the arts allowing them to explore through a diverse range of media and materials. High-quality, varied experiences enrich understanding, self-expression, vocabulary, and communication. We know that frequent, repeated, and deep exposure is essential to help children interpret and appreciate what they observe, hear, and respond to.

Children in Reception, have access to a wide range of art and craft materials throughout their time in school. All mainstream classrooms have a Junk Modelling table, Playdough tables and an Art area. Children are taught how to access the tools and resources safely – such as scissors and hole punches and how to keep these areas tidy and accessible to all. Children are also encouraged to engage with these areas in the continuous provision, making and creating whatever ideas they have. In Butterflies (our ASD unit) art activities are adult led to ensure that the children are able to utilize the resources safely and with the right level of support depending on the needs of the children. Teachers in Ladybirds will also lead art activities. These might have a specific learning intention or a specific outcome, such as making a pizza oven for the roleplay area. Children are encouraged to share their creations with the class, explaining how they made it. Children's work is displayed and celebrated throughout the year either on their class proud patches or on display in the school corridors. By the end of Reception, we expect that children will be able to;

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Assessment

Art is assessed formatively during each lesson to guiding the children's learning and enhance planning. All children will have access to scaffolding strategies to support them when learning new skills. All pupils will have access to a challenge element to develop their skills and knowledge further, according to their ability. The whole school takes part in an Art week focusing on a central topic and celebrating the progression of key skills across the three years. Children in Years 1 and 2 will have their own sketch books, showing development and progression. Pupils will also be encouraged to assess their own work, recognising their strengths and identifying areas for development. Children's artistic skills and achievement will be reported at the end of the year in their school report.

In the Foundation Stage children's progress in art is monitored through the Early Years Foundation Stage Profile (EYFSP) (as part of the Expressive Arts and Design Early Learning Goal). At the end of Foundation Stage children will be judged to be emerging or expected against this Early Learning Goal, which is conveyed to the LA and to the appropriate Key Stage 1 teacher to assist in future planning.

This curriculum policy should be read in conjunction with our:

Assessment Policy	Foundation Stage Policy	Inclusion Policy
Equal Opportunities Policy	Health and Safety Policy	Learning and Teaching Policy
Arts Policy	SEND Policy	