

Art and Design Subject Policy

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Policy Monitoring, Evaluation and Review

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Contents

1- Intent.....	Page 3
2- Implementation	
Progression of skills and knowledge.....	Page 5
Progression of vocabulary.....	Page 10
Artist Study.....	Page 11
Units of study.....	Page 12
Enrichment and extra-curricular.....	Page 13
SEND	Page 14
Adaptive curriculum.....	Page 14
Challenge.....	Page 14
Equality, diversity and inclusion.....	Page 15
Health and safety considerations.....	Page 15
3- Impact	
Assessment and recording.....	Page 16
Monitoring.....	Page 16

Together We Make a Positive Difference

ENTHUSIASM

Offering a knowledge-rich, culturally inclusive, exciting curriculum that breeds enthusiasm for learning.

KINDNESS

Giving pupils the steps to succeed, respect others, work collaboratively and become kind, inclusive members of society.

RESPONSIBILITY

Teaching pupils to become responsible citizens to themselves, their families, the school, the community and the wider world.

RESILIENCE

Allowing pupils to make mistakes, the opportunity to adapt to change and build resilience to overcome adversity.

COURAGE

Providing the occasion for pupils to push boundaries, challenge their world view and be courageous in their decision making.

CURIOSITY

Fostering a culture of curious questioning, independent research, self-led learning and discovery through exploration.

Art & Design Intent

We study at broad range of artists and styles and use a variety of different media.

We provide opportunities for peer /self-evaluation and constructive feedback.

Pupils develop an understanding of other cultures and styles.

Units are planned with opportunities for practice and re-drafting.

Pupils are encouraged to have a go at new skills.

Pupils create mood boards of their ideas and carry out self/ guided research.

Each outcome piece has a purpose and is displayed in the school gallery.

Pupil outcomes are valued and displayed.

Pupils are responsible for using and looking after resources and materials.

Pupils are encouraged to try again and to learn from mistakes.

Pupils are given the opportunity to express themselves and their views.

Pupils explore a range of materials and styles.

We ensure that our choices have a cultural connection to pupils.

Talent is nurtured and wider opportunities are sought.

Art is used to promote important messages to the community and wider world.

Materials are available for making errors.





Ambitious and challenging outcome pieces are planned.

Pupils complete an Artist Study in each year group.





Art

Purpose of Study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.




The national curriculum for art aims to ensure that all pupils:

-  produce creative work, exploring their ideas and recording their experiences
-  become proficient in drawing, painting, sculpture and other art, craft and design techniques
-  evaluate and analyse creative works using the language of art, craft and design
-  know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

KS1 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

KS2 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

Progression of Knowledge and Skills

Elements	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour (C)	<p>I know the names of and can recognise the primary colours (red, yellow and blue).</p> <p>I can sort and match objects based on colour.</p> <p>I can explore mixing colours to make secondary colours (purple, orange, green)</p>	<p>I know the secondary colours and how to make them (purple, orange, green).</p> <p>I can say how colours make me feel.</p>	<p>I know warm (red, orange) and cool (blue, green) colours.</p> <p>I can use colour to show how I feel or as a symbol.</p>	<p>I know the primary, secondary and tertiary colours.</p> <p>I know which colours complement and each other.</p> <p>I know that black and white are strong contrasts.</p> <p>I can mix colours to make the 12-section colour wheel.</p>	<p>I know the difference between a tint, tone and shade.</p> <p>I can add white and black to a hue to create tones and shades.</p> <p>I can begin to explore symbolic meaning of colour in artwork.</p>	<p>I know which colours work in harmony with each other, using the 12-section colour wheel.</p> <p>I can begin choosing colours to create a feeling or atmosphere in my work.</p>	<p>I know which colours contrast with each other, using the 12-section colour wheel.</p> <p>I can begin to create subtle gradients, transitions and blends.</p> <p>I can select colours to create a feeling or atmosphere in my work.</p>
Pattern (P)	<p>I know and can recognise basic patterns such as dots, stripes and zigzags.</p> <p>I can reproduce basic patterns in my work.</p> <p>I can create simple repeating patterns using shapes, colours or objects.</p>	<p>I know that patterns can be found in plants, animals, buildings and objects.</p> <p>I can recreate a pattern.</p>	<p>I know that patterns can be a symbol of different cultures and beliefs.</p> <p>I can create patterns using repetition or symmetry.</p>	<p>I know that Roman mosaics use shapes such as squares, rectangles, triangles, circles to create repeating patterns.</p> <p>I can create intricate repeating patterns using line, shape and colour.</p>	<p>I know the Egyptians used symbols called Hieroglyphics as decorative patterns.</p> <p>I can begin to explore different media when creating patterns such as collage materials.</p>	<p>I know that Islamic art uses geometric patterns.</p> <p>I can use various materials to create patterns including digital tools.</p>	<p>I can explore symbolism and meaning behind patterns.</p> <p>I can begin to add meaning to my own work.</p>
Texture (T)	<p>I know that materials have different textures such as sandpaper, fabric, cotton wool and feathers.</p> <p>I can explore materials through touch and say how they feel.</p>	<p>I know that different textures exist in the environment such as rough tree bark and smooth glass.</p> <p>I can arrange and glue down different materials to create a textured collage.</p>	<p>I know how different materials can be used to create a collages and prints.</p> <p>I can begin to select materials based on their characteristics.</p>	<p>I know different materials create different textures when mark making such as charcoal, sand, soft chalk and paint.</p> <p>I can use a range of media to create art with texture.</p>	<p>I know how combining materials can create a layered and textured effect.</p> <p>I can use a range of materials within my work to create a mixed-media composition.</p>	<p>I know how artists use a range of unconventional materials to create texture such as Michelle Reader.</p> <p>I can use recycled materials to create a mixed-media composition.</p>	<p>I know how artists use brush strokes, palette knives and tools to create unique textures.</p> <p>I can use texture deliberately to enhance the mood or meaning of my work.</p>
Line (L)	<p>I know and can replicate basic types of lines such as straight, curved, wavy and zigzag lines.</p>	<p>I know that different tools such as brushes, pens and charcoal can be used for line making.</p>	<p>I know that different pressures and stokes create thick and thin lines.</p>	<p>I know lines can be smooth, rough, jagged or flowing.</p>	<p>I know that lines can be horizontal, vertical or diagonal.</p>	<p>I know how techniques such as stippling, cross-hatching and shading create depth.</p>	<p>I know that lines can be parallel and perpendicular.</p> <p>I can use lines in combination with other art</p>

	I can trace line and shapes using pencils, markers or finger painting.	I can create different lines with growing precision and control.	I can say how different lines represent different feelings such as sadness, happiness or excitement.	I can experiment with line quality to add texture and interest to my work. I can use precise lines to create a stencil.	I can consider shapes and proportions when drawing from observation.	I can begin use a range of line techniques in combination to create volume and texture.	techniques and materials, such as collage, printmaking or sculpture.
Shape (S)	I know basic shapes such as circle, square, triangles and rectangles. I can recognise and name these shapes in my environment.	I know the names of some 3D shapes such as cube and pyramid. I can sort objects based on shape. I can create collages using a range of shapes.	I know that some artists such as Paul Klee uses shape to create abstract art. I can cut, arrange and combine shapes to create simple compositions.	I know that cave paintings use shapes of animals, symbols, human figures and geometric shapes. I can create more complex compositions using a variety of shapes, focusing on creating visual interest and harmony. I can draw simple shapes and figures that can be converted into a stencil.	I can use positive and negative space to create a more complex composition.	I know the difference between 2D and 3D shapes. I can incorporate 2D and 3D shapes into my work.	I know the basic principles of perspective. I can use these principles of perspective to create the illusion of depth and three-dimensionality.
Form (F)	I know that some objects are 3D and I can explore through touch and observations. I can use paper mâché to create basic 3D shapes such as an egg.	I know art comes in different forms such as paintings and sculptures. I can use playdough and clay to sculpt a simple plant pot.	I know that 3D art can use a range of materials such as clay, wood, ceramics, stone and metal. I can create a more intricate plant pot using clay.	I know that geometric form is using shapes with clear, defined edges. I can identify geometric form in the natural world and unnatural world.	I know that organic form is using natural and irregular shapes. I can use organic form to sculpt canopic jars.	I know that light can cast shadows and create highlights. I can depict the effects of light in my work to create the illusion of depth, volume and mass.	I know that different styles of art use form in different ways such as realism, abstraction and expressionism. I can incorporate different forms into my own artwork.
Space (SP)	I know what is meant by personal space. I can say which objects or elements appear closer and further away.	I know the difference between foreground and background space. I can use overlapping to create depth.	I know how size and scale of objects can create depth. I can consider the size and scale of materials when collaging.	I know what a horizon line is. .	I know the difference between positive and negative space.	I know that objects closer to the viewer appear larger and objects further way from the viewer appear smaller. I can use spatial illusion to create realist work with depth and space.	I know how using a vanishing point and foreshortening creates perspective. I can use these principles of perspective to create the illusion of depth and three-dimensionality.

Progression of Skills

Forms	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (D)	<p>I can use different mark-making tools such as pencils, crayons and markers.</p> <p>I can explore various ways to make marks on paper.</p> <p>I can develop my hand-eye coordination by tracing simple shapes, coping simple patterns or drawing within a specific boundary.</p>	<p>I can use a range of mark-making tools such as chalks, pastels and pens.</p> <p>I can draw basic shapes such as triangles, squares, rectangles and circles.</p> <p>I can begin to draw from observation of real-life objects and photographs.</p>	<p>I can begin to observe details and proportions and incorporate these into my observational drawings.</p> <p>I can experiment with different pressures and strokes.</p>	<p>I can observe details and proportions and incorporate these into my observational drawings.</p> <p>I can use a range of conventional and unconventional tools and media such as charcoal, pigment, orche, mud, sticks, brushes and hands.</p>	<p>I can draw people and objects from observation with increasing accuracy and precision.</p> <p>I can use my drawing skills to replicate the work of another artist using a range of media.</p>	<p>I can use shading techniques to create a 3D effect with a range of media.</p>	<p>I can draw using perspective to create depth.</p> <p>I can use a range of techniques to draw objects with accuracy and creativity.</p>
Painting and printing (PP)	<p>I can use different brushes to make marks on paper and other surfaces.</p> <p>I can explore colour mixing through painting.</p> <p>I can use sponges and other objects to explore patterns and textures.</p>	<p>I can develop my hand-eye coordination to make more controlled marks with paint.</p> <p>I can explore different painting techniques such as sponging, stamping, pointillism and blending.</p> <p>I can match colours to artefacts and animals.</p>	<p>I can explore different painting techniques such as long and short brush strokes.</p> <p>I can create more precise lines and shapes with my brush.</p>	<p>I can use the dry brush technique to create textured and rough effects on the paper and other surfaces.</p> <p>I can experiment with dry brushing for depicting tree bark, fur, or other textured surfaces.</p> <p>I can use brushes, sponges or spray bottles to apply paint over a stencil.</p>	<p>I can use the resist technique to create interesting effects by using materials like tissue paper, wax crayons or tape to resist paint.</p>	<p>I can use splatter painting to create splatter effects by flicking or tapping a loaded brush or toothbrush over the paper.</p> <p>I can experiment with different sizes of brushes, paint consistency, and distances to create varied splatter patterns.</p>	<p>I can use a palette knife to scrape, spread, and manipulate paint to create thick, textured strokes and impasto effects.</p>

Collage (Co)	<p>I can explore different collage materials such as paper, fabric, buttons and natural materials.</p> <p>I can develop my fine motor skills by cutting and tearing paper and other materials to create simple collage materials.</p>	<p>I can select and incorporate found objects such as magazine cut-outs, newspaper clippings or recycled materials into my work based on their texture and appearance.</p>	<p>I can create collages with depth and texture by using different collage techniques such as overlapping, folding and crumpling materials.</p>	<p>I can create a Roman mosaic by arranging and embedding small pieces of tesserae onto a surface.</p>	<p>I can create a mixed-media composition by incorporating different art materials, such as paint, ink, or pastels, along with traditional collage materials.</p>	<p>I can create an Islamic mosaic tile using geometric patterns digitally.</p> <p>I can create an Islamic mosaic tile using acrylic paint pens and ceramic tiles.</p>	<p>Use collage to express emotions, ideas and concepts.</p>
Sculpture (Sc)	<p>I can roll, squeeze and shape mouldable materials such as playdough.</p> <p>I can layer paper mâché over a simple structure such as a balloon.</p> <p>I can smooth out the strips and ensure good adhesion.</p>	<p>I can pinch, roll and shape materials to create rolls, balls or flat shapes.</p> <p>I can roll salt dough into a ball and flatten to create a smooth circle.</p> <p>I can create a fossil imprint from salt dough.</p> <p>I can use plaster of Paris to create a cast of a fossil.</p>	<p>I can attach pieces of clay to form handles using techniques like scoring and slipping.</p> <p>I can use my fingers and thumb to gently pinch and shape clay into a pot.</p> <p>I can construct a coil pot and use the smoothing technique.</p>	<p>I can create more complex forms and sculptures using paper mâché.</p> <p>I can build up layers, add details, and refine the shape of my creation.</p> <p>I can create simple supportive structures using materials like wire, cardboard, or recycled objects to provide a solid foundation for my paper mâché creation.</p>	<p>I can manipulate clay to create figurative sculptures by adding and shaping clay to achieve desired shapes and proportions.</p> <p>I can use pinching and blending to create a seamless attachments.</p> <p>I can use scoring to join two pieces of clay together.</p>	<p>I can manipulate modelling clay into more complex shapes.</p> <p>I can use a range of attaching techniques.</p> <p>I can use carving and incising to create texture, patterns and specific details.</p> <p>I can use carving tools, knives, or even everyday objects like toothpicks or nails to carve into the clay and create intricate designs.</p>	<p>I can use a combination of Mod Roc and paper mâché to create more intricate forms and add finer details to projects.</p> <p>I can use painting techniques for paper mâché, including base coats, layering colours, shading and adding details with brushes.</p> <p>I can seal and protect my creations using varnish or sealant.</p>

Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	I can express my ideas using different art forms.	I can use a sketchbook to plan and gather my ideas.	I can use a sketchbook to practise skills, plan and gather my ideas.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.
Analysing and evaluating artwork	<p>I can observe and describe artwork by answering simple questions like "What do you see?" and "What colours do you notice?"</p> <p>I can express personal preference by answering simple questions like "Which artwork do you like best?" and "Why do you like it?"</p>	<p>I can begin to discuss how art makes me feel by answering questions like "How does this artwork make you feel?" and "What do you think the artist was trying to express?"</p>	<p>I can begin to discuss how the elements of a such as colour, shape, line and texture contribute to the overall composition.</p>	<p>I can analyse and discuss how different artistic techniques, such as shading, blending and perspective contribute to the artwork's overall effect.</p>	<p>I can consider the artist's intention, symbolism and cultural context by answering questions like "What do you think the artist wanted to say with this artwork?" and "How does it relate to the world around us?"</p>	<p>I can consider the strengths and weaknesses of different artworks, supporting my evaluations with reasons and evidence.</p>	<p>I can evaluate the success of artwork based on aspects like creativity, craftsmanship, originality and impact.</p>
Peer and self-evaluation	<p>I can discuss my artwork with my peer.</p> <p>I can describe the colours, shapes and textures I've used.</p> <p>I can say how I feel about my artwork.</p>	<p>I can discuss what I have learned.</p> <p>I can say what I like about my work.</p> <p>I can give simple suggestions for how I can improve my work.</p> <p>I can say what I like about my peer's work.</p>	<p>I can compare my artwork to previous creations, stating how my skills have improved.</p> <p>I can suggest ways in which I can improve my work.</p> <p>I can provide positive feedback to my peers.</p>	<p>I can provide positive feedback to myself and peers using the elements of art to reinforce my opinions.</p> <p>I can offer constructive critique to my peers by focusing on specific aspects of their artwork that can be improved further.</p>	<p>I can consider how effectively the messages, emotions, or ideas I wanted to convey through my creation expresses my artistic intent.</p>	<p>I can take ownership of my artistic growth by identifying what I am proud of, challenges I faced and areas I want to develop further.</p>	<p>I can explain the artistic choices I made in my artwork by discussing my use of colour, composition, technique and materials, and how these choices contribute to the overall effect of my artwork.</p>

Progression of Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour Red Blue Yellow Green Purple Orange Pattern Line Straight Curvy Zigzag Dots Shape Circle Square Triangle Rectangle Texture Rough Smooth Bumpy Soft Line Fabric Wool Fur Space Close Far Pencil Paint Crayon Clay	Primary Secondary Symmetry Bark Glass Plastic Collage Layer Overlapping Recycled Cube Pyramid Cylinder Cuboid Sphere Form Sculpture Foreground Background Chalk Pastels Brushes Artist Impressionism	Warm Cool Symbol Repetition Print Pressure Stroke Thick Thin Sad Happy Excited Calm Abstract Wood Stone Metal Ceramic Size Scale Observation Paper mâché Expressionism	Tertiary Complimentary Mosaic Media Jagged Flowing Gritty Velvety Natural Unnatural Horizon Tesserae	Hue Tint Tone Shade Hieroglyphics Horizontal Vertical Diagonal Proportion Positive Negative Irregular Organic Resist Replicate Manipulate Surrealism	Harmony Atmosphere Geometric Unconventional Stippling Cross-hatching Shading Volume Shadow Highlight Depth Illusion Mass Splatter Acyclic Carve Sculptor	Contrast Gradient Blend Palette Parallel Perpendicular Perspective Realism Abstraction Vanishing point Mod Roc Seal Protect Varnish

Artist Study

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist	Alma Thomas	Van Gogh	Paul Klee	Banksy	Frida Kahlo	Michelle Reader	Claude Monet
Style	Expressionism	Post- impressionism	Expressionism	Street art	Surrealism	Sculptor	Impressionism
Time period	1891-1978	1853- 1890	1879-1940	Present day	1907-1954	1975- present	1840- 1926
Nationality	African-American	Dutch	Swiss	Unknown	Mexican	British	French
Influence	Alma Thomas's later art work featured vibrant, abstract paintings influenced by nature and the cosmos. Her love for nature and fascination with space missions inspired her use of bold colours and swirling patterns.	Van Gogh's unique approach to colour, brushwork, and expression laid the groundwork for the development of modern art movements such as expressionism and fauvism.	Paul Klee's art style was characterized by a combination of abstracted forms, vibrant colours, personal symbolism, and a playful and imaginative approach.	Banksy's style combines satirical street art, political and social commentary, distinctive stencilling, and subversive humour, challenging conventional norms.	Frida Kahlo's art style, with its combination of symbolism, personal narrative, vivid colours, and emotional intensity, continues to captivate audiences worldwide.	Michelle uses recyclable materials to draw attention to environmental issues in an aesthetic, humorous and non-confrontational way.	Claude Monet's work is celebrated for its vibrant colours, loose brushwork, and ability to evoke a sense of atmosphere and natural beauty.

Units						
Drawing	Painting/printing		Collage	Sculpture	Artist Study	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self- portrait (L,D)	Ghanaian Goldilocks – Kente cloth printing (C,PP,P)	Artist Study: Alma Thomas (C,Co,P)	Growing Still Life Water Colour Plants (P,C,L)	Fantasy Dragon Egg Papier Mache (Sc,F)	
	Colour Monster Colour Mixing (C,PP)					
Year 1	Self- portrait (L, D,)	Artist Study: Van Gogh - Starry Night (C, L, D)		Clay plant pots (C, F, PP, Sc)		Animal print (P, L, PP)
	David Attenborough collage (P, T, S, Sp, Co,)	Georgia O'Keefe Poppies				
Year 2	Self- portrait (L, D)	Queen Victoria collage (T, S, Sp, Co)	Artist Study: Paul Klee - Castle in the Sun (C, L, S, D)		Clay plant pots bugs (PP, L, F)	Protest art (T, Sp, Co)
Year 3	Self- portrait (L, D)	Cave painting (F, T, L, S, PP, D)	Paper mâché volcano (C, T, PP, Sc)		Roman mosaics tiles (C, P, Co)	
	Artist Study: Banksy – Street art (C, L, S, PP)					
Year 4	Self- portrait (L, D)	Artist Study: Frieda Kahlo- Portrait (C, P, T, Sp, D, Co)	Chocolate packaging (Sp, S, D)		Clay canopic jars (P, F, PP, Sc)	
	Lowry Landscapes (C, L, S, SP, D)					
Year 5	Self- portrait (L, D)	Polymer clay dragon eyes (C, F, Sc)	Galaxy landscape (F, L, S, Sp, PP)		Islamic tile (C, P, Co)	Artist Study : Michelle Reader- models that move (T, S)
Year 6	Self- portrait (L, D)	Artist Study: Claude Monet - Poppy Field (C, T, PP)	Greek theatre masks (F, Sc)		Heart art (D, P, L)	
	The Titanic (C, L, S, Sp, D)					

Enrichment



- Gallery presentations
- Gallery visit / Artist visit
- International Women's Day art event
- Cave painting experience Year 3
- Mothers' day
- Fathers' day
- Festival events
- Golden Time

Extra-curricular



- Art club
- TMET 7 C's art project
- Art ambassadors
- Lunch time art club

SEND

All children across Fosse Mead Primary Academy receive quality first teaching. Those children who have been identified as having additional needs may require additional strategies and/or resources to enable them to succeed in their learning. These adaptations and considered at a pupil level and will vary dependent on need.

Adaptive curriculum

For children who do not have an age-appropriate level of literacy, Fosse Mead Primary Academy provide an adaptive curriculum. The aim of this is to ensure they have full access to the curriculum and the learning intended within art as a subject. To achieve this, pupil work or outcomes may be recorded differently to their peers.

These adaptations include but are not limited to:

- Adults scribing pupil voice
- 1:1 or small group support for art projects
- Providing hands on resources where possible
- To use stories and props as a springboard for discussion
- Scaffolded sheets

Challenge

At Fosse Mead Primary Academy, children are continually challenged to explore their creativity and develop their skills in Art and Design. For example, students can experiment with different techniques such as using unconventional materials or creating pieces in a new style. In addition to developing their own creative voice, children are encouraged to step out of their comfort zone, whether by working collaboratively on large installations or tackling more complex subjects such as perspective or portraiture. Those who excel have the exciting opportunity to showcase their work in the Atrium gallery and in the summer term exhibition, where they gain experience in curating and presenting their art to the school community

Equality, diversity and inclusion

At Fosse Mead Primary Academy, we are dedicated to creating an educational environment in Art and Design where equality, diversity, and inclusion (EDI) are fundamental principles guiding our interactions, teaching, and community engagement. We believe that a diverse and inclusive art program enriches the educational experience and prepares our students for a global society. We integrate EDI principles into our curriculum, ensuring that learning materials reflect the diversity of our community and the wider world. In the first term, we focus on exploring local heritage, laying the foundation for understanding Leicester's rich culture and vibrant city life. Additionally, we choose artists from all parts of the world and backgrounds, celebrating a variety of cultures, perspectives, and histories, which encourages students to express their identities and appreciate the diversity around them.

Health and safety considerations

Fosse Mead Primary Academy takes the health and safety of all pupils and staff seriously. Teachers will carry out a risk assessment before each activity considering the tools, materials and equipment being used. Before undertaking practical tasks, pupils should be taught to use tools correctly in order to ensure safety. Within Art and Design there are no special considerations beyond those already in place.

Assessment and recording

At Fosse Mead Primary Academy, we utilise an assessment tracker grid to effectively assess skills in each Art and Design project. This grid allows educators to assess students' understanding and mastery of key concepts and techniques throughout the creative process. By categorising skills into bronze and gold levels, we provide clear benchmarks for students to strive towards, fostering a sense of achievement and motivation. This systematic approach not only helps teachers identify areas for improvement but also empowers students to take ownership of their learning, encouraging them to reflect on their artistic development as they progress through each project.

Monitoring

At regular intervals throughout the year, the Art and Design Leader will conduct book looks, drop-ins, and discussions to monitor the effectiveness of our Art and Design provision. The responsibility for assessing the standards of children's work and the quality of Art and Design teaching lies with the subject leader. The Curriculum Leader provides strategic leadership and direction for Art and Design within the school. The Art and Design Leader supports colleagues in their teaching practices and ensures they are informed about current developments and best practices in the subject.