

# BLACK HORSE HILL INFANT SCHOOL



## Art and Design Policy

13<sup>th</sup> October 2025

Approved by Committee \_\_\_\_\_

26<sup>th</sup> November 2025

Approved by Full Governing Body \_\_\_\_\_

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Signed \_\_\_\_\_ (Chair)

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Signed \_\_\_\_\_ (Headteacher)

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## 1. Vision, Aims and Values

### LEARNING FOR LIFE



### School Vision

**Together, our schools will:**

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

### School Aims

**Our school community will:**

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

### School Values

**All our children, staff and parents will share the same core principles of:**

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

## **2. Legal framework**

This policy has due regard to statutory legislation and guidance including, but not limited to the following:

- DfE (2014) National Curriculum for England: Art and Design programmes of study
- DfE (2020) Statutory framework for the Early Years Foundation Stage

## **3. Intent for Art and Design**

*'Art is the highest form of hope.'* **Sonia Boyce**

*'I paint my own reality. The only thing I know is that I paint because I need to, and I paint whatever passes through my head without any other consideration.'* **Frida Kahlo**

*'Do the best you can and never stop.'* **Stephen Wiltshire**

### **Curriculum**

At Black Horse Hill Infant School, we believe that we are all artists in our own right. Art makes a unique contribution to lives and at Black Horse Hill Infant School we aim to give our children the positive and inspiring learning opportunities they need to engage and enthuse them. Our art and design curriculum includes exploration and learning to make art through drawing, painting, using print making, collage, textiles and in three dimensions. Typically drawing is an ongoing thread that runs through and underpins most art so that our children have opportunities to develop their drawing skills and apply them to making art in other media. In addition to learning to make art we also look at and experience the work of artists, craftspeople and designers e.g. Jimmy Baker, William Morris and Stephen Wiltshire.

We develop children's skills by recording what they have experienced and imaged. We do this using a range of materials, whilst looking at various artists linked to our art and design units. Children are encouraged to respect the views and beliefs of others through art.

## **4. Implementation for Art and Design**

### **EYFS:**

Learning and experiences for early years' children will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the Early Years Foundation Stage. For artistic learning, predominantly the area of learning 'Expressive Arts and Design', we set out clear, identifiable artistic knowledge and understanding in the strands of 'Creating with Materials.' Our early years children are given many opportunities to be expressive and design their own creations. They develop their knowledge and understanding of being expressive in art and design by working simultaneously and symbiotically across the other six areas of learning. Importantly, our early years children begin to acquire artistic vocabulary that they build on through the rest of their schooling.

Art and Design learning is planned to provide the children with the personal experiences, knowledge, vocabulary, and skills to make sense of their physical world and community needed to be successful in the future.

### **EYFS – Expressive Arts and Design – ELG Creating with Materials**

- 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.

### **KS1:**

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit. Year 1 will adopt good practice from EYFS child-centred pedagogy and incorporate a permanent Art and Design provision in their classroom. Y1 children can access this area during continuous and enhanced provision.

### **Subject content Key stage 1**

Children are 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.

### **Teaching and Learning**

The art and design subject leader will be responsible for overseeing the planning, resourcing and monitoring of the school's art and design programme which reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire art and design curriculum taught at the school. These skills include:

- Creatively use a range of materials when designing and making products
- Develop and share ideas through drawing, painting and sculpting
- Develop a range of art and design techniques using colour, pattern, texture, line, shape, form and space
- Discuss the work of a range of artists, craft makers and designers

- Describe similarities and differences between different practices and disciplines of artists, craft makers and designers and make connections to their own work

The art and design programme will be delivered by all teachers in a range of teaching and learning situations, with respect to the needs of individual pupils.

At Black Horse Hill Infant School, we have designed our own Art and Design units and considered the interests of our children, plus the context of our school and local area as a foundation for planning. Teachers then adapt this to meet the needs of their pupils.

### **Art and Design has links with other subjects:**

#### **English:**

Reading story books about artists, such as Georgia O’Keeffe, or books linked to artwork, such as Dreamtime Aboriginal stories, ‘Tiddalick’, helps children use their imagination and develop their own ideas.

#### **Mathematics:**

The teaching of art and design contributes to children’s mathematical understanding of shape and space when working in two or three dimensions.

#### **Science:**

Patterns in nature are explored and used as inspiration for textile work, and children also explore plants through sketch drawing and watercolour painting.

#### **Geography:**

Children explore contemporary artwork that shows human and physical features along coastlines, while also learning about where different artists come from around the world and discussing their cultures and communities.

#### **RE:**

Children make links to the Holi Festival, known as the ‘Festival of Colour,’ and to Diwali, the ‘Festival of Light.’

#### **History:**

The children study portraits of magnificent monarchs from both the past and the present.

#### **PSHE/Jigsaw:**

Children work collaboratively, often sharing ideas and working in pairs or small groups.

#### **Moral, Spiritual and Cultural:**

In art and design, children learn about artists from different cultures and communities around the world. The subject also supports their spiritual development by encouraging a sense of wonder about the physical world and how humans choose to represent it.

## Planning:

Through staff training, all teachers know the expectations for planning in art and design. Art and design is taught discretely from Curriculum Maestro subjects and linked to the national curriculum programme of study.

Long-term planning will be used to outline the units taught within each year group:

F1		
Autumn	Spring	Summer
<p><b>EAD opportunities through continuous provision activities</b></p> <p>To name some colours and to expand vocabulary linked to colour</p> <p>Using block paints to make marks</p> <p>Use of a variety of tools-pencils, crayons, thick and thin paintbrushes e.g. wolf painting, troll painting</p> <p>Junk modelling – bridges, giants</p> <p>Printing using simple objects e.g. using pom-poms prints to create Owl pictures</p> <p>Bonfire pictures –selecting and choosing materials for artistic effect</p> <p>Christmas cards</p>	<p><b>EAD opportunities through continuous provision.</b></p> <p><i>Colour mixing</i>  <i>Explore colour and colour mixing. Look at the work of local artist Ian Fennerally.</i>  <i>Use of tools-scissors</i>            Investigating textures through collage            Bubble painting            Box sculpture- learn how to join materials using different materials-glue, sellotape            Explore paint, using fingers and other parts of their bodies            Use of clay, cloud foam            Annonite spiral pictures            Dinosaur paintings            Volcano painting and sculpture</p> <p>Dinosaur sculptures</p>	<p><b>EAD opportunities through continuous provision.</b></p> <p>Colour mixing-lighter and darker            Observational drawing</p> <p>Build their own box sculptures in response to stories and their interests.</p> <p>Water picture collage</p> <p>C2C-Sculptures from recycled materials</p>
F2		
Autumn	Spring	Summer
<p><b>EAD opportunities through continuous provision.</b></p> <p>To name some colours and to expand Vocabulary linked to colour for example lighter and darker.</p> <p>Colour mixing- liquid paints, self-selection of tools and media including paintbrushes, toothbrushes, charcoal</p> <p>Self portraits            Junk modelling            Leaf decorations            Bonfire pictures            Charcoal drawings of animals            Christmas cards</p>	<p><b>EAD opportunities through continuous provision.</b></p> <p>Colour mixing            Learn Primary colours            Ice Sculpture work by <a href="#">Andy Goldsworthy</a>            Pablo Picasso-blue theme            Spring Flowering plants</p> <p>Junk and box modelling based on their own interests</p>	<p><b>EAD opportunities through continuous provision.</b></p> <p>Aboriginal Artwork-            Learn about the Aboriginal Artist Minnie Pwerle            Create artwork in the style of this artist.</p> <p><a href="#">Vincent Van Gogh</a>- draw sunflowers            Explore tones and shades</p> <p>3D models of scarecrows –evaluate and review work and make improvements.</p> <p>Clay imprint C2C-Sculptures from recycled materials</p> <p>-Learn about games from other countries (Ampe from Ghana; Jianzi from China).</p>
Y1		
Autumn	Spring	Summer
<p><b>Mix it Up- Colour Mixing Y1</b></p> <p>The primary colours are red, yellow and blue.            Primary colours cannot be mixed from any other colours.            The secondary colours are green, purple and orange. These colours can be made by mixing primary colours.</p>	<p><b>Street View-</b>            Explore the work of artist <a href="#">James Rizzi</a>.            Draw Liverpool waterfront developing a range of art and design techniques using pattern, colour, line, shape, and space.</p> <p><b>Bright Lights Big City</b>            Explore the work of <a href="#">Stephen Wiltshire</a>.            Draw a place from observation or memory</p>	<p><b>The Enchanted woodland</b>            Make transient art and pattern work using a range or combination of man-made and natural materials. Make tree boggarts with clay and sculpt using natural materials such as bark, twigs, leaves and stone.</p> <p>Look at work of artist <a href="#">Andy Goldsworthy</a> and make transient art with straw, wool,</p>

<p>Look at the work of Wassily Kandinsky and Piet Mondrian.</p> <p>To know that print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Create simple prints</p> <p><b>Animal art- sketching and line observational drawings</b> Provide pictures and photographs of big cats for children to observe and draw. Use a range of drawing equipment, such as hard and soft pencils +charcoal to make line drawings of familiar animals. Use different types of lines to add special features, such as fur, feathers and scales. Children to experiment with different equipment to create the desired effects. Experiment with pattern, texture and colour</p> <p><b>Funny Faces and fabulous features</b> Learn that a portrait is a drawing, photograph or painting of a face. That a self-portrait is a portrait that an artist produces of themselves. Understand that a collage technique can be used to make a portrait. To use textural materials, including paper and fabric, to create a simple collage</p> <p>Describe and explore the work of a significant portrait artist Artists: <a href="#">Pablo Picasso</a>, <a href="#">Andy Warhol</a></p> <p><a href="#">Christmas cards.</a></p>	<p>of Liverpool waterfront in hard and soft pencils. Over time record some detail and build shapes investigating making different lines and shapes.</p>	<p>pinecones, pebbles and leaves describing what they like or find interesting about his work. Record work using photographs in sketch books.</p> <p>Colour mixing and paint a picture of a woodland creature.</p> <p>C2C-Sculptures from recycled materials</p>
<b>Y2</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Movers and Shakers Y2– designer and craftsman</b></p> <p><a href="#">William Morris</a>- designer and craftsman of textiles, wallpaper and carpets. Using the work of William Morris in Lord Lever Hulme’s home in Port Sunlight. Sketching using inspiration from human features, e.g. buildings and physical features, e.g. plants found in Port sunlight Village. Re-creating and designing their own William Morris inspired copper tiles.</p> <p><a href="#">Christmas cards.</a></p>	<p><b>Mix it Up-Yr2 – to know which colours are primary and secondary colours and hues of primrar colours.</b></p> <p><b>Aboriginal Art</b> – rich, bold, bright colours. Learn about the Aboriginal Artist <a href="#">Jimmy Baker</a>. Children to express their ideas and views of this style of artist. Children know that dot style paintings are now internationally recognised as unique and integral to Australian Aboriginal Art.</p> <p>Children re-create this style of art using their imagination with inspiration from classic Dreamtime Aboriginal stories. Begin to understand that the Papunya Tula Art movement is about hiding the sacred elements of Aboriginal stories and abstract their designs into dots. Paint using of rich, bold colours.</p> <p><b>Flower paintings from famous artists-</b> <a href="#">Georgia O’Keeffe</a>, <a href="#">Rachel Ruysch</a> and <a href="#">Frieda Kahlo</a> Learn 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</p>	<p><b>Portraits and Poses</b> <a href="#">Artist- Hans Holbein</a> To know that in history, figure drawings were a useful way of presenting information about an individual. Figure drawings were not always true to life but represented how an individual wished to be seen.</p> <p><b>Beach Huts linked to ‘Coastlines’ and Coast to Country</b> – build beach hut structures out of recycled materials.</p> <p><b>Artwork near ‘Coastlines’ – contemporary artists and sculptors</b> – <a href="#">Antony Gormley</a>, <a href="#">Paul Curtis</a> and <a href="#">Andy Goldsworthy</a>. Discuss the work of contemporary artists describing the similarities and difference between practices and disciplines. Make connections to own work.</p>



	<p><b>Contemporary artists who use flowers as an inspiration for some of their artwork:</b>  Dale Chihuly, Takashi Murakami and Yayoi Kusama. .</p> <p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones and can be rubbed onto paper and smudged.</p>	
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Medium-term planning will be used to outline the learning intentions, vocabulary and knowledge that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

## 5. Impact

Monitoring and review: The art and design subject leader will undertake a monitoring of the curriculum exercise at least once a term.

This policy will be reviewed on an annual basis to ensure that it complies with the latest legislation, guidance and best practice.

The next scheduled review date of this policy is October 2026.

## Assessment:

Assessment in art and design will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

The art and design subject leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them where appropriate.
- Involves both teacher and pupils reviewing and reflecting on assessment data.
- In the yearly written report given to parents, (sent in July) parents will be informed of their child's attainment grade.

## **6. Equal Opportunities/Promoting Diversity in Art and Design**

All children will have equal access to the art and design provision at Black Horse Hill Infant School.

Lessons should reflect diversity and inclusivity, with people from different countries, race, gender, background, religion, and where appropriate, abilities (able and disabled people).

## **7. Roles and responsibilities**

**The art and design subject leader will be responsible for:**

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding art and design.
- Providing guidance, including INSET training to art and design staff, as part of their ongoing professional development.

- Undertaking the performance reviews of art and design staff and updating the **headteacher**.
- Celebrating and promoting the art and design curriculum and the work of pupils throughout the school.

**Staff teaching art and design will be responsible for:**

- Contributing to the development of this policy and teaching programmes, with the **art and design subject leader**.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the art and design curriculum.
- Facilitating the teaching of the art and design curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the **art and design subject leader** apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the art and design **subject leader**
- Keeping apprised on current affairs and best practice on their art and design curriculum and applying this to their schemes of work.

Mrs Elizabeth Astbury  
Art and Design Subject leader  
October 2025