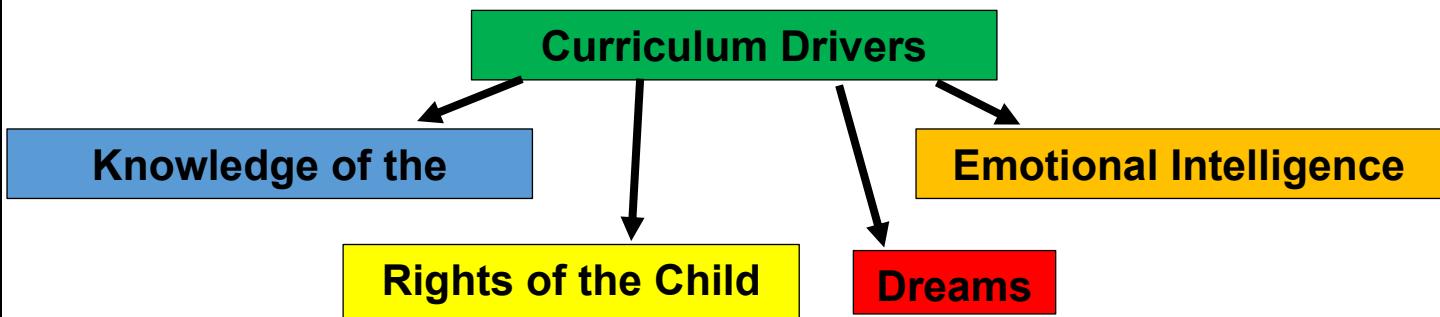




## **Simonside Art and Design Policy**

**Updated November 2025**



## 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. At Simonside Primary, pupils will progress so they are 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.

## INTENT

### Aims

Our Art and Design curriculum is underpinned by our **Curriculum Drivers**.

**Knowledge of the World** – We want our education of art and design to inspire in pupils. As they progress through their education, the children will have a growing understanding of the various different techniques, as well as knowledge of the world's greatest artists. Many areas of study give opportunities for children to become aware of art in different cultures as well as learning about the countries where some of the great artists were born.

**Rights of the Child** – We want our children to know they have rights and appreciate that throughout the world, some children are not always able to access these same rights. Children will understand some of the ways in which they can champion their rights and the rights of others. Furthermore, through our teaching of art and design, children will learn about some of the hardships that great artists have suffered throughout history.

**Dreams** – Art and Design is a subject, which can inspire children to follow their hopes and dreams. Children may discover they have a real talent in a certain area of the subject and may use an artist as their inspiration to help them reach their future goals.

**Emotional Intelligence** – We aim to equip children with a knowledge about diverse cultures and artists/artisans. Through their growing knowledge and understanding of art and design, children will gain an appreciation of the arts and the positive impact that they can have on their mental health and well-being.

## IMPLEMENTATION

At Simonside Primary in Art and Design, we follow the 3 key concepts below

### **Develop ideas**

This concept involves understanding how ideas develop through an artistic process.

### **Master techniques**

This concept involves developing a skill set so that ideas may be communicated.

### **Take inspiration from the greats**

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Pupils should be taught using the essential characteristics detailed below:

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

### **TEACHING AND LEARNING**

At Simonside Primary, we use a variety of teaching and learning styles in Art and Design lessons, with our principal aim being to develop the children's knowledge, skills and understanding. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work. We do this through the six phases of a lesson – connect, explain, example, attempt, apply and challenge. Additionally, we do, where applicable, teach alongside topics and each topic highlights a particular artist for children to study. The children are encouraged to evaluate their own ideas and methods, as well as evaluate the work of others, including artists, and say what they think and feel about them. We give children the opportunity to work both individually and in collaboration

with others; working on various scales. The children also have opportunities to use a wide range of materials, tools and techniques, including ICT.

## SCAFFOLDING IN ART

We recognise that children can vary in their confidence, skill and knowledge of techniques. At Simonside Primary, we aim to encourage all children to reach their fullest potential through the provision of varied and individually tailored activities and learning opportunities. These activities match the needs of children with SEN (special educational needs) along with GD (greater depth) pupils and those children with EAL (English as an additional language). Support for children therefore needs to be appropriate and can be achieved through a range of strategies. We achieve this by:

- Setting common tasks which are open ended and can have a variety of responses.
- Having a collaborative task; pairing children and mixing abilities.
- Using additional adults to support the work of individuals or small groups.
- Providing appropriate resources.
- Setting extensions to stretch and challenge pupils.

## VOCABULARY

Vocabulary is carefully planned and mapped into the art curriculum so children can begin to talk like an artist. This vocabulary is linked to the core knowledge covered in each block.

## ORACY

We recognise the importance of oracy in supporting pupils' learning in art. Children will be given regular opportunities to develop and apply spoken language skills, including:

- Describing and explaining their own and others' artwork using appropriate vocabulary.
- Engaging in structured discussions to develop ideas collaboratively.
- Asking questions and giving feedback in a respectful, constructive manner.
- Using talk to plan, reflect on, and evaluate creative processes.
- Presenting their work and ideas clearly to peers.

Teachers will explicitly model and scaffold effective talk in art lessons, fostering a classroom culture in which pupils can confidently share and justify their thinking. Oracy will be planned and taught progressively to enable all learners to access, deepen and communicate their understanding of art.

## **CONTINUITY AND PROGRESSION**

Continuity and progression has been built into our planning through our Progression of Skills documentation. This allows pupils to gain a deeper understanding and competency in the subject as they move through the school.

## **RESOURCES**

Simonside Primary School benefits from a fully quipped STEM room. Resources have been centralised to this room and each class is able to use the area on a weekly basis. It is the responsibility of the class teacher to look at their long term plans in advance and check on what supplies they may need for the year and then inform the art coordinator.

## **IMPACT**

### **Assessment for Learning**

The class teacher will continually carry out formative assessments in art lessons (through questioning, observations, pupil book study, evidence in art books) which will be tracked, in line with the school's foundation subjects, on the DOL assessment tracker. These assessments will also be used to inform the following week's planning. Children will be encouraged to use self and peer assessments in Art lessons.

### **Pupil Book Study**

At Simonside Primary School, we recognise the importance of children being able to look back and reference their own work and progression in every subject. Children will be able to talk confidently about previous work, as well as the knowledge and skills associated with each unit. They will then be able to use this to reflect on their personal progression within the subject and their achievements throughout their school journey.

## **ROLE OF THE SUBJECT COORDINATOR**

The Art coordinator, supported by the Senior Leadership Team, is responsible for:

- Observing and monitoring the quality and impact of teaching and learning in Art and Design.
- The monitoring of the standards of children's work.
- Providing support for colleagues in the teaching of art and design.
- Renewing, updating and complementing the resources needed to deliver the Art and Design curriculum.
- Monitoring whole school planning, to ensure progression and continuity.

- Keeping staff informed of developments or changes in the Art and Design curriculum.
- Overseeing and implementing the policy. Writing an annual action plan for the School Development Plan and evaluating progress throughout the year.