



**Faith, Family and Fascination**

# **Art and Design Policy**

**Boutcher C.E. Primary School**

Reviewed by:	Ed Avis
--------------	---------

Last reviewed during:	Autumn 2025
-----------------------	-------------

Next review due by:	Autumn 2027
---------------------	-------------

**"Love one another. As I have loved you, so you must love one another."**  
*John 13:34*

# ART AND DESIGN POLICY

## **Mission Statement**

The Art and Design Policy will support the delivery of the Mission Statement. Art and Design takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

*“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”*

**The children at Boutcher discussed our Mission Statement and created their own interpretation of it.**

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

In Art and Design, we live out our mission by helping children to see beauty in the world around them, to express their faith and identity creatively, and to recognise the equal value of every individual's artistic voice.

## **SMSC Statement**

Through the teaching of Art and Design children's SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future.

Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want Art and Design to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

## **Equal Opportunities and Inclusion**

In Art and Design we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by personalising our Art and Design curriculum, promoting inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as challenging all

# ART AND DESIGN POLICY

children to take an active part in their learning and to achieve their potential. When working in groups and taking part in practical, hands-on tasks, we will take into account pupils' needs so that they are able to take an active role in the task set.

## **Aims and Objectives**

### **National Curriculum Aims**

The 2014 National Curriculum for art and design states that all children:

- 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

### **Boutcher Aims**

Our intent is to develop confident, imaginative and reflective learners who use art to explore, question and interpret the world around them.

Art makes a major contribution to the emotional and creative development of our pupils. We encourage children to question, reflect and become inspired through studying the works of artists, craft makers and designers from a range of cultures, contexts and periods. Through practical experience with a variety of media, children develop creative and aesthetic skills and learn that there is no "correct model" — art is a personal response to the world around us.

We promote pride in personal achievement and respect for others' work. We also teach that creativity involves reflection, refinement and resilience.

The impact of these aims is seen in children who take creative risks, who can discuss artists and their processes with understanding, and who take pride in their own developing sense of artistic identity.

## **Organisation, Planning and Delivery**

Children learn through practical investigation of artistic techniques including:

- line, tone and shading
- colour mixing and application
- pattern and texture in design
- shape, form and space in two and three dimensions

They also study the work of artists, craft workers and designers, including drawing, painting, printing, photography, textiles, ceramics, sculpture, architecture and digital design. Children learn to use materials, tools and techniques safely and responsibly.

# ART AND DESIGN POLICY

Teachers plan creatively through the use of thematic and cross-curricular links, ensuring that each project has real purpose and relevance. An Art and Design progression map supports planning and guarantees continuity and skill development from Reception to Year 6.

In the **Early Years**, Art and Design forms part of *Expressive Arts and Design*. Children explore materials freely, experiment with colour, texture and form, and begin to make independent creative choices.

Children are encouraged to question, reflect and follow their own lines of enquiry, allowing space for discovery and experimentation. Sketchbooks are used across the school as working documents that record ideas, experiments and reflections. They celebrate process as much as final outcomes.

Digital art and photography are developed as part of our provision, helping children use technology creatively and responsibly. We increasingly consider sustainability by reusing materials and exploring environmental themes in our work.

Staff consider pupils' individual needs when planning lessons. Children with SEND receive tailored support if necessary. Art also offers therapeutic value, supporting wellbeing and emotional expression.

## **Creative Work, Design Techniques, Evaluation and Artistic Knowledge**

Through a combination of creative practice, design work and reflection, children explore how artists use colour, shape, line, texture, pattern, tone, form and space to express ideas. They learn to plan, test and refine their own work, becoming confident in handling tools and materials safely.

By studying a diverse range of artists, children learn that art is a response to the world around us and that every viewpoint has worth. They develop the language of art criticism and learn to evaluate thoughtfully, recognising the value of both process and product.

## **Resources**

Class teachers order materials to support planned activities, overseen by the Art and Design coordinator. Resources are regularly reviewed to ensure they reflect a diverse range of artists, techniques and sustainable materials.

## **Educational Visits and Artists in Residence**

Educational visits to museums, galleries and studios form an important part of our curriculum and build pupils' cultural capital. We also collaborate with local artists who offer workshops, staff CPD and projects for children recognised as gifted and talented or those who benefit most from the therapeutic and creative aspects of art.

Our curriculum often extends beyond the classroom through community projects such as carnival and celebration days, where children research, plan and design wearable items, placards or instruments to share with the school and wider community. These experiences help children see art as a living and inclusive part of everyday life.

# **ART AND DESIGN POLICY**

## **Feedback**

Feedback helps children become independent artists. It celebrates what works well, poses questions that make them think, and equips them to refine and improve their work. Discussions about choices and processes are valued as highly as finished pieces.

## **Progress and Assessment**

Teachers make informal, ongoing assessments through observation, discussion and review of sketchbooks. Samples of work are photographed where appropriate. Termly moderation and pupil voice are used to ensure consistency across year groups.

The coordinator samples work from each key stage to monitor progression and identify next steps. The outcomes of this monitoring inform future curriculum development and staff training.

## **Monitoring by the Governors**

Governors take part in termly learning walks with an art focus, visiting classes to observe Art and Design in action. The coordinator meets with the governing body to discuss these observations, standards and pupil enjoyment.

Governors' monitoring ensures that the subject remains vibrant, inclusive and well-resourced, and that children's creativity and confidence continue to flourish.

## **Cross-curricular Skills and Links**

Art supports learning across the curriculum, particularly in history, geography and science, by helping children to visualise, represent and communicate ideas creatively. There are increasing opportunities to plan, develop and present visual work using digital tools.

We take part in local community projects and celebrations, encouraging visitors to share skills and experiences with us. Through these events, children work with purpose and pride, seeing how their creativity connects to the wider world.

## **Role and Responsibility of Coordinator**

The coordinator actively supports staff by modelling good practice, providing advice and CPD, and monitoring standards of teaching and learning. Teachers follow the guidance in this policy and are responsible for delivering Art and Design with enthusiasm and consistency.

Through regular monitoring and staff development, the coordinator ensures that standards continue to rise and that colleagues feel confident and inspired to deliver a high-quality creative curriculum.

When working with visiting artists, the coordinator is the main point of contact for organisation and safeguarding.

# **ART AND DESIGN POLICY**

## **Plan for Unforeseen School Closure**

In the event of school closure, teachers will continue to plan creative learning in line with the Art and Design curriculum overview. Home-based and online activities will provide opportunities for exploration, reflection and creativity, ensuring continuity of learning.

## **Promoting Diversity in Art and Design**

At Boutcher, we have always been committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For BAME children, this may be learning about prominent figures and their influence from people from a range of countries and places. We want children to see themselves as the future and be equipped with the necessary skills and knowledge from the wider world. If children have the self-belief and determination, they will achieve greatness.

In terms of Art and Design, we want all children to feel valued and positively represented.

In Art and Design lessons children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the Art and Design coordinator for support.