

Art and Design Policy Prompts

Intent – what does the Art and Design curriculum intend to do?

The important question for the art subject leader and coordinator to ask themselves is ‘Why do we teach art?’ Rationales for teaching of art can be seen in the NSEAD, Arts Council England, NGA document. Also, read and share the [InSEA \(International Society for Education through Art\) Manifesto statements](#) and reference these in your own statements or conversations with OfSTED.

If intent is about the “substance of education” also ask yourself whether your curriculum is providing pupils with the building blocks of what they need to know to have success and to make progress in this subject. [Appendix 4 of the NSEAD guidelines for EYFS KS1 and KS2](#) gives a clear structure to aid curriculum design and also uses the four areas of Generating Ideas (the skills of designing and developing ideas), Making, (the skills of making in art, craft and design), evaluating (the skills of judgement and evaluation), and Knowledge (the knowledge of process and context). Remember too that a curriculum model should be about art and craft (making) and design (including architecture), Understanding the role of the subject within the history of human development, of design and innovation, and the creative and cultural industries is very important. **Linking topics to these is good intent.**

In the same document, Appendix 1 shows progress objectives for **all** age groups. These key concepts underpin learning in each milestone. This enables your pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

Implementation – how is the curriculum implemented?

Implementation will show how you have designed the curriculum to ensure that your pupils achieve the key concepts that underpin learning in each year group/key stage. You will need to show how you teach the Art, the Craft and the Design elements.

Drawing is a key skill which will run throughout all activities, and it is all about understanding drawing for purpose. So, not just about skill in observation/perception, but in being able to communicate ideas visually (a mind map, a plan, a diagram, an expression of thought). The formal elements should be taught from year 1 and revisited as pupils progress through school. The formal elements are a key part of the Kapow Art and Design resources. They are summarised as **line, shape, form, tone, texture, pattern, colour and composition**. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. The design of the Kapow Art Craft Design resources uses a balance of the formal elements, a balance of Art, of Craft and of Design. It also develops visual literacy through a very focussed approach to looking at art. Like drawing, visual literacy is a key skill throughout.

Recording through the use of a sketchbook is a very good way of tracking progress. If not using sketchbooks, you should keep planning and experimental work in a folder. The process is important.

Your implementation also depends on whether your school has a discreet curriculum for the subject, or whether your school aligns the teaching of the subject to relate to topics taught across other subjects.

You will also need to consider what resources are available for the teaching of the subject, human as well as physical, the professional development needs of teachers and TAs, spaces to work in, how to store work physically and digitally. Opportunities for teachers to meet and 'standardise' (using whatever terminology your school uses) should be built into the school calendar.

Impact – what progress will children make?

Your pupils should enjoy and value the subject. They should know WHY they are doing things and not just HOW. They should also understand and appreciate the value of the subject in the context of history, of personal wellbeing, the creative and cultural industries and its many career possibilities.

The curriculum should contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, share their work through sketchbooks and displays. Evidence for assessment will be from:

- Assessing what pupils make.
- Observing how they perform.
- Talking to them about what they know.

Progress will be shown through outcomes and through the important record of the process leading to them. Art, craft and design is usually holistic in practice. The four interrelated aims for the subject (Generating Ideas, Making, Evaluating and Knowledge) are given to support planning and assessment. Some units of work, for instance, those that deal with specific skills or knowledge be may not require all of these to be used. (Again, refer to the NSEAD assessment guidance for progression.)