



Norwich Road Academy

Art and Design Policy

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INTRODUCTION

Art, craft and design is a means through which children are able to develop skills, explore experiences and respond to visual images. It plays an essential role in the development of wider communication skills.

Art and design offers opportunities to:

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate thoughts, feelings and meanings;
- Explore with children, ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

“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.”

National Curriculum 2014

Intent

Through our art curriculum at Norwich Road Academy we aspire to:

- Promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process;
- Stimulate each child's creativity and imagination;
- Enable pupils to become visually literate: to understand and use Art as a means of communication;
- Increase pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment;
- Develop pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others;
- Develop pupils' aesthetic sensibilities and capacity for original thought;
- Increase awareness of the role and purpose of art and design in different times and cultures;
- Enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control;
- Develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum.

Implementation

Art and Design within the Early Years

In the Foundation Stage, the children will undertake rich cross-curricular activities to assist in their progress working towards the completion of their early learning goals. They will have access to a range of media and look at the work of different artists, offering their opinions and creating work in a particular style.

Art and Design within Key Stage 1 and 2

In line with the National Curriculum for Art, our EMAT Art curriculum is delivered through the Primary Knowledge Curriculum (PKC). Children in both key stages are given opportunities to develop a wide range of art and design skills and techniques.

Our Art Curriculum covers a rich and diverse breadth of art, artists and art movements. Throughout the years, skills in colour, line, pattern, form, texture and space in both discrete and cross curricular lessons are developed. The curriculum suggests artworks and artists to introduce in each year group – these are linked to other years and ensure learning is revisited and embedded. Children are introduced to vocabulary which is set out in Knowledge Organisers for each unit and referred to each lesson.

All lessons have clear learning objectives, which are shared and reviewed verbally with the pupils. Each child has their own sketchbook where their work is evidenced.

All classes will have Art and Design lessons on a rota system with Design and Technology. One half term will be Design and Technology and vice versa.

Impact

In Art, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. The consistent use of children's sketchbooks means the children are able to review, revisit, modify and develop their initial ideas in order to achieve high quality outcomes. These sketchbooks act as a record of all art based learning the children have covered including any evaluations of their work. At the end of each term, teachers record their assessment of each child's Art achievements on Sonar. From here, the Art Subject Lead evaluates the data and discusses any needs with class teachers.

Working with parents and other settings

At the end of the Autumn and Spring terms we invite parents in to participate in a 'crafternoon' session with their child. This gives them the opportunity to support their child in creating artwork on themed activities. Children also have the opportunity to participate in competitions run within school, within our locality and those between the other schools in EMAT.

Subject Leadership

The role of the subject leader is to:

- Seek to enthuse pupils and staff about art and design and to promote high achievement;
- Advise and support staff in the planning, delivery and assessment of art and design;
- Monitor and evaluate the standards of children's work and the quality of teaching in art and design throughout the school;
- Undertake lesson observations of art and design teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff;
- Purchase, organise and maintain teaching resources and manage a delegated budget;
- Advise the Headteacher of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement.

Resources

As well as each classroom containing basic art resources there is also a central store containing more specialised equipment such as needles, thread, printing ink and rollers. It is the responsibility of the subject lead to ensure this is kept well stocked with the resources required for the curriculum.

Inclusion

As each teacher is aware of the needs of individuals in their class, they are responsible for making sure each lesson is suitable and accessible to all, making adaptations where necessary so that all can participate in lessons.

