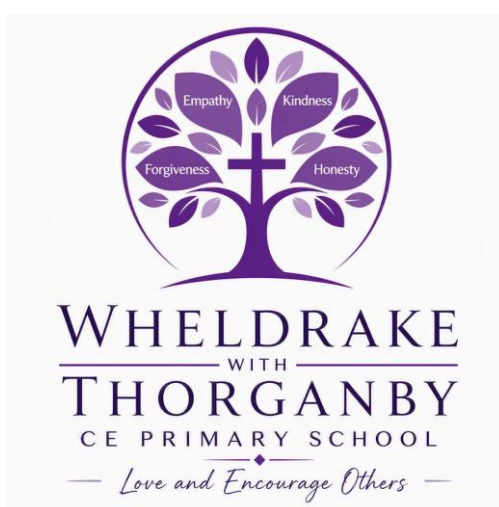


Wheldrake with Thorganby CE Primary School

Art and design Policy



[Romans 12:6](#) Having gifts that differ according to the grace given to us, let us use them:.

Intent:

At Wheldrake with Thorganby CE Primary School, we believe that creativity grows from **ideas, opportunities and reflection**, and that every child is a unique artist with something valuable to contribute. Art and Design is an essential part of our broad, rich and diverse curriculum, giving children space to explore, imagine and express themselves with confidence.

Our intent is to nurture children who feel **safe, valued and brave** enough to experiment, take creative risks and develop their own artistic voice. We aim to build a culture where **enthusiasm is infectious**, kindness is modelled, and children learn that creativity flourishes when ideas are held lightly and shared generously.

Through a wide range of experiences, children learn to explore materials, develop skills in drawing, painting and 3D media, and understand how artists, architects and designers shape the world around us. We want pupils to become confident makers and thinkers who can talk about their ideas, reflect on their process, and appreciate the work of others.

As pupils progress, they build knowledge and skills through repeated practice, playful exploration and purposeful projects. We value **small acts of understanding that enable big thinking**, encouraging children to notice, question and respond creatively to the world.

Our curriculum ensures that children:

- explore and develop ideas through sketchbooks, discussion and hands-on experimentation
- become increasingly proficient in a range of artistic techniques
- learn through art as well as about art
- understand how art and design reflect history, culture and community
- recognise their own creative potential and celebrate the contributions of others

Above all, our intent is to inspire children to see themselves as artists — curious, capable and full of creative possibility.

Implementation:

Art and Design at Wheldrake with Thorganby CE Primary School is delivered through a carefully structured two-year rolling programme that ensures progression, breadth and repeated encounters with key artistic disciplines. Each year, pupils experience a balanced sequence of learning across four core areas of practice — drawing, painting and colour, printmaking, and 3D/sculpture — enabling them to revisit skills, deepen understanding and build confidence over time.

Our curriculum is underpinned by AccessArt's principles of exploration, curiosity and reflective practice. Lessons provide opportunities for children to experiment with materials, develop technical skills, make creative choices and respond thoughtfully to their own work and the work of others. Sketchbooks are used from Year 1 onwards as working spaces for thinking, trying out ideas, practising observational skills and recording processes. They support children in developing independence, resilience and a personal artistic voice.

Reception follow a consistent set of foundational experiences each year, focusing on exploration of colour, texture, mark-making, joining, printing and simple construction. These early experiences establish the building blocks for later artistic development and ensure children enter Key Stage 1 with confidence and curiosity.

Art and Design is taught both discretely and through meaningful cross-curricular links, helping children understand how creativity connects to stories, history, culture, science and the wider world. Whole-school curriculum days further enrich learning by providing collaborative opportunities for shared making and celebration of creativity across year groups.

Equal Opportunities:

Teachers use our skills ladders to plan for progression and ensure that all pupils, including those with SEND, access open-ended tasks that allow them to succeed, take risks and express themselves. Materials, tools and techniques are introduced progressively, enabling children to build proficiency and develop a secure understanding of artistic processes.

Through this structured yet flexible approach, our implementation ensures that every child experiences a rich, inclusive and inspiring Art and Design curriculum that nurtures creativity, confidence and a lifelong appreciation of the arts.

Assessment and Record Keeping:

Assessment for learning is continuous throughout the planning, teaching and learning cycle. We use a range of approaches to understand children's progress and support their development as confident, reflective artists.

Pupil voice — Children talk about their artwork, sharing what they are proud of, what they found challenging, what they notice in others' work, and what they would like to improve.

Peer assessment — Children give each other constructive, kind feedback, developing confidence in discussing artistic choices.

Sketchbook evidence — Sketchbooks are regularly reviewed to ensure they are being used for experimentation, idea development and practising key skills. Skills sheets placed at the front of each topic are used to check children's understanding, support revisiting prior learning, and ensure progression across the curriculum. Book trawls help confirm that these skills are taught, applied and referred back to before new learning begins.

Teacher observations — Teachers assess children's engagement, experimentation, decision-making and developing proficiency with materials and techniques.

End-of-year judgements — Teachers record overall progress annually to track development across the school and report to parents.