

Art and Design Policy

Next Steps Pathway Curriculum can be used, where required, to support School Commissioned offers within mainstream. The following units can be accessed for bespoke planning:

Autumn Term				
Topic	Little Chef	That's Nonsense	Our Earth	Into the Woods/Sky
Art & Design	n/a	n/a	Drawing	Printing
Spring Term				
Topic	Monsters & Wild Things	Third Time Lucky	Our Local Area	Animal Tales
Art & Design	Sculpture	n/a	Textiles	n/a
Summer Term				
Topic	Heroes	Transport	Being Healthy	Journeys
Art & Design	Painting	n/a	n/a	Collage

First Base Art and Design Curriculum is derived from objectives detailed in the EYFS profile and the National Curriculum. Key skills have been identified and progression mapped through from Early Years standards to the end of Key Stage One.

The purpose of our Art and Design programme of study is for pupils to produce creative work, to enable pupils to develop a wide range of techniques and use a variety of materials and to explore art through practical application of skills. They will learn about and be inspired by a variety of famous artists in different fields of work. At First Base we are committed to Character Education; our Art and Design curriculum forms part of the creative strand as a means of supporting the children to develop their character. Our Art and Design curriculum will be taught through drawing, painting, sculpture, printing, collage and textiles.

Within each unit key objectives will be taught and assessed. Teachers will assess learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement. Pupils requiring extra support will be identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support pupil's individual needs, according to their starting point. First Base work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Policy reviewed: July 2026

Reviewed by: Stacey Laws