



Art and Design Policy Updated June 2022

Our School's Vision

'With God's help, together, we aspire, achieve and believe'

Statement of Intent

We aim to provide an **ambitious** art and design curriculum which meets the needs of **all our pupils** by engaging, inspiring and challenging our children. We aim to equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art and Design will be well thought out, **planned and sequenced**, so pupils will acquire **a growing knowledge** of drawing, painting, printing, collage, textiles, sculpture and digital artforms. They will be given the opportunity to explore and evaluate different creative ideas. As pupils progress, they will be given opportunities to think critically and develop a more rigorous understanding of art and artists.

Our Art and Design curriculum provides children with opportunities to develop their skills using a range of media and materials. Children will learn the Substantive Knowledge from the Art & Design National Curriculum and the Disciplinary Concepts an artist needs.

Children will be introduced to a range of artists and their works which will include artists of **different gender and ethnic backgrounds** and where possible allow children to connect their learning to other content including **cultural capital opportunities**.

Statutory Requirements

Our school follows statutory National Curriculum guidelines in Art and Design. The school follows the programmes of study and uses the programmes of study to inform planning, teaching and assessment.

Purpose of study

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Key Stage Progression and Sequencing of Knowledge and Skills

Early Years Foundation Stage

During the Foundation Stage children are given the opportunity to explore and experiment with a variety of mediums and media within a rich learning environment. They are given sufficient time to develop ideas and progress towards an end product. Within the Foundation Stage and throughout the school it is recognised that the process the children go through with their art work is just as important as the final product. The children begin to develop a personal relationship with art which allows them to express themselves freely, openly and creatively.

Early Learning Goals: (Expressive Art and Design)

Children will use a variety of materials.

Share their techniques.

Explore a variety of form.

Experimenting with colour and design.

Sharing their creations.

Explain the process they have used.

Key Stage 1

During Key Stage 1 children develop their creativity and imagination through exploring further the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to further their concept and awareness of colour, form, tone pattern and texture. The children are introduced to the work of local and famous artists allowing them to discuss all aspects of their work. The pupils have the opportunity to use sculpture using other materials which allows them to work and sculpt in 3-D.

Key Stage 2

During Key Stage 2 pupils build upon and enhance their knowledge and skills developed in the earlier Key Stages. The children will be given more freedom of choice regarding the media they use. The children are encouraged to express themselves through their art work. The children will continue to be inspired by the work of famous artists, including significant works from female, black and Asian artists and craft makers. They will also discover many opportunities to work in 3D.

Approaches to the Teaching of Art and Design

When planning art and design activities teachers ensure that lessons are adapted to meet the children's needs. We aim to ensure that lessons offer all children effective learning opportunities to engage in art. Activities are challenging for children of different abilities and aptitudes in each year and key stage. Lessons are intended to motivate children, enabling them to understand and review their own learning. Lessons will be planned to cater for children's diverse learning needs.

Children have the opportunity to use a range of media in lessons and are encouraged to use their own creativity to guide their learning opportunities. Class teachers across all key stages carefully plan their units to ensure that pupils have access to a range of key skills throughout the year. Evidence of art work is retained by class teachers as evidence for assessment.

Cross Curricular Connections

All year groups within school teach a connected based curriculum. Art and design plays a pivotal role in strengthening children's broader understanding of strands within applicable subject areas.

Assessment and Recording

Opportunities for assessing pupils' progress are built into each unit. The learning objectives are pitched at an appropriate level for the year group identified and a wide range of achievement levels are anticipated at this stage, as is common in art and design. The work pupils complete will provide evidence of what they have been taught and their progress.

Foundation subjects are assessed on an end of unit basis where class teachers assess children to ascertain which pupils are working at or below age related expectation. Those children who are working below expectations can then be supported further within lessons.

Inclusion

At our school, we teach Art and Design in a way which is accessible to all children, whatever their ability and individual needs. We call this the high quality teaching approach. Through our Art and Design teaching, we provide learning opportunities that enables all groups of pupils to make good progress.

We strive to meet the needs of those pupils with special educational needs or disabilities, those who are disadvantaged and those who are more able.

When planning the Art and Design curriculum, all teachers take into account all the above groups to ensure that lessons are fully inclusive. Every child takes part in Art and Design lessons and limited interventions take place during this time to ensure equal opportunities for all groups of pupils.

Planning

The planning of the curriculum is organised into the following phrases;

- Whole School Curriculum Mapping
- Progression of Knowledge and Skills
- Short term planning

Overviews and the progression of Knowledge & Skills planning is done as a whole teaching staff to ensure coverage of the statutory National Curriculum content.

Short term planning is done by individual teachers for their class. This is then shared on One Drive for other teachers and for monitoring of planning by the subject leader.

Opportunities to use Computing to support teaching and learning in Art and Design will be planned for and used appropriately.

The Role of the Subject Leader

- To update, revise and formulate the Art and Design Policy every 3 years.
- To assist staff in improving standards of teaching and learning in Art and Design.
- To ensure that the art and design curriculum is sequential and progressive across each year group.
- To monitor and evaluate standards in Art and Design through effective work scrutiny.
- To formulate an annual action plan in which areas for development are clearly identified and based on sound evidence.
- To maintain up to date knowledge of the subject and deliver / organise training for other staff when required.
- To ensure there is an assessment mechanism in place for Art and Design and that there is a clear understanding of standards at the end of each term.
- To order, organise and monitor resources required for effective delivery of Art and Design.

The Governing Body

Updates on art are made to the governing body when applicable. This policy will be reviewed every three years or in the light of changes to legal requirements. **Next review: Summer Term 2025.**

Development of the Curriculum

Our Art and Design curriculum is being developed continuously to ensure that the teaching and learning of this subject is the most effective. Our Art and Design curriculum is developed as a whole teaching staff ensuring there is a transparency through each Key Stage of the expectations, knowledge and skills progression. Adopting this approach has enabled the development of a strong, progressive and fulfilling Art and Design curriculum from EYFS through to the end of year 6.

Parental Involvement

Parents also receive an end of year report outlining their child's attainment throughout the school year and have the opportunity to discuss their child's progress at parents' evening.

This policy is written in line with the following school policies and should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking & Feedback Policy
- Special Educational Needs Policy
- Equal Opportunities Policy

Art & Design Subject Leader: Miss A Livesey

(Policy updated: June 2022)