



Art and Design Policy

DEFINITION

“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

AIMS

EYFS

The Early Year’s Expressive Art and Design guidance aims to ensure that all pupils:

- are provided opportunity to develop their artistic and cultural awareness and that this supports their imagination and creativity
- have opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials
- have access to quality and variety in what they see, hear and participate in as it is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts
- are provided the frequency, repetition and depth of experiences as these are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe
- Retrieve and interleave knowledge and skills to build mastery over time.

KS1 and KS2

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

TEACHING OBJECTIVES

EYFS

The updated and revised Development Matters, Expressive arts and design states, “It is important that

children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe,” (July 2021).

Pupils should have the opportunity to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history

CREATIVE CURRICULUM OVERVIEWS

Separate overviews for the delivery of art and design are available on the school websites. These detail the topics through which the curriculum content, knowledge and skills are delivered. They also highlight artist links used throughout the school.

PLANNING

Teachers from Foundation Stage to Year 6 plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year.

EYFS

Skills, techniques and processes should be taught discretely as and where appropriate, to prepare children in developing these in Key Stage 1 and 2. The progressive scheme of work developed by Kapow and a long-term overview including artist links is in place to provide teachers with an overview from which they are able to plan in both the medium and short term.

KS1 and KS2

Art lessons should be planned with the skills, techniques and processes in mind, of which three should be taught over the duration of the academic year, per year group. This provides children with the opportunity to access several different applications of Art throughout Key Stage 1 and Key Stage 2. The Kapow scheme of work and a long-term overview including artist links is in place to provide teachers with an overview from which they are able to plan in both the medium and short term. This will also provide teachers with ample time to place any orders of specific materials and/or resources required through the Art subject leader.

The particular skills to be taught will be taken from the National Curriculum, and the curriculum overview provided by the subject lead will ensure clear progression over time.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils in the class floor books, as well as levels of achievement of the work in the form of measurable success criteria. Photographs are also a useful tool to keep as a reminder of pupil achievements.

Formative assessment is used to guide the progress of individual pupils in Art. It involves identifying each pupil's progress in each aspect of the curriculum, determining what each pupil has learned and therefore what the next step in their learning should be. Formative assessment is ongoing and carried out informally by the teachers in the course of their teaching as well as through the highlighting of a success criteria for each pupil at the end of every lesson.

As for the recording of summative assessment, the Art assessment tool is used at the end of a taught unit and will identify the pupils that are working below, working at and working above age related expectations.

MONITORING

Teaching and Learning in art and design is monitored regularly by the subject leader. This includes the following:

- Medium term plans are reviewed and annotated prior to being used in order to support teachers planning and ensure learning opportunities are maximised
- Floor books are scrutinised to ensure curriculum coverage is being followed and consistency across cohorts is visible
- Pupil voice gives the pupils the opportunity to discuss and demonstrate their learning

Inclusion statement for subject policies

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress. Teachers set high expectations for all pupils in Art. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study art, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in art. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.'

EQUAL OPPORTUNITIES

Our creative curriculum is designed to promote a lifelong love for the arts and culture through a range of experiences. We aim to excite, inspire and engage all pupils in positive and inclusive learning opportunities. We believe that pupils should be actively involved in authentic, exciting lessons which strive for excellence and innovation. Where appropriate, we hand over the reins and give pupils ownership of their learning, whilst ensuring that all learning is progressive and purposeful, and accessible to all pupils.

HEALTH AND SAFETY

Pupils should always work in a safe environment, both inside and outside of the classroom. All staff are responsible for checking that equipment and resources used within lessons are safe, as well as ensuring the environment is safe and purposeful for learning.

PARENTAL INVOLVEMENT

As with all other areas learning, we utilise the support of parents and carers to help us to maximise the development of each pupil's potential. This includes parental support with any research or homework projects which may be set. We may also invite parents or visitors to come in to support with the learning in school, either in sharing a particular skill or providing additional adult support.

Updated May 2024 (S. Heath - Art and Design Subject Coordinator)

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