

Sabden Primary School

Art and Design Policy



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1. Curriculum Statement

Intent

The school believes that art is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual art theme weeks and days which enables further focus on children's artistic skills and knowledge.

The school's high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

Impact

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.

The Art curriculum at Sabden Primary School contributes to children's personal development in creativity, independence, judgement and self-reflection.

2. Teaching and Learning

Children will experience an exciting and varied, art curriculum which develops their knowledge and skills. This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within their immediate and wider local area. All children, across the school, will have the opportunity to develop: ideas and creativity, skills and mastery of processes and knowledge of art and cultures.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrate the process of learning, practising and developing skills in art lessons. Links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

3. Assessment

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit. Summative assessments are recorded using Key Learning Indicators of Performance (KLIPs). Displays within the classroom and hall areas will reflect the process as well as final artwork: a range of work across key stages will celebrate and exhibit the work of children, of all abilities. Sketchbook development will have a high priority in KS2 and be used to record: ideas, research about artists, skills development and reflections.

4. Planning and Resources

Staff have planned art and design learning to cover all objectives in the National Curriculum with units of learning building upon prior learning and offer children the opportunity to develop and practise skills as they move up the school. We use the 'double primary paint system' (brilliant yellow, lemon yellow, brilliant red, crimson, brilliant blue, turquoise, black

and white) throughout the school, to teach independent colour-mixing skills from an early age. Children will have access to quality resources for each art unit and be taught to use materials with safety and respect.

5. Organisation

The school will plan a range of activities in art, which provides opportunities for children to:

- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- Respond to and evaluate art and craft including their own and others' work
- Understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work

6. EYFS

The EYFS staff team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. Nursery and Reception classes will be included in whole school projects, workshops, events and competitions, where appropriate.

7. KS1 and KS2

Art will be taught in periods of blocked time allowing for the acquisition related knowledge and the development of skills and understanding in depth. Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject.

8. Equal Opportunities

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

10. Role of the Subject Leader

The art and design lead will monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum. They will monitor and evaluate the effectiveness of art teaching and learning, and liaise and consult with external agencies where appropriate. A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

11. Parents

We encourage and welcome all parents and carers to support and assist with whole school events and art projects. Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for workshops or a discussion about how to support and enrich art and design at Sabden Primary

This policy will be reviewed every two years by the Governing body

Policy Agreed: January 2020

Policy Review Date: September 2022