

# **Stoneferry Primary School**



## **ART AND DESIGN POLICY**

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**Next review: - September 2022**

## **Introduction to Art and Design**

“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.”

Quote from the National Curriculum 2014

### **Curriculum Intent**

At Stoneferry Primary School, we value Art and Design as an important part of the children’s entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art 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.

### **Curriculum Implementation**

The teaching and implementation of the Art and Design Curriculum at Stoneferry Primary School is based on the National Curriculum and follows a skills-based cycle for all year groups ensuring a well-structured, progressive approach to this creative subject.

- Art topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.

- Art topics generally follow a Research- Skills – Final Piece – Evaluate – structure.
- Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions.
- Throughout the Stoneferry journey, every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work
- Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work.
- In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work.
- In KS1 and KS2, skills are planned to be revisited, giving the children the opportunity to extend their knowledge and practice in the context of a variety of artworks from a range of eras.
- Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts.
- Opportunities for children to visit local art galleries and museums are planned for, as well as visits from local artists.
- Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year.
- Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.

- Opportunities to reflect and develop, including through the use of sketchbooks, and chances for self and peer-assessment are planned into each unit of study in KS1 and KS2.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff access a range of resources and planning including Kapow

**In EYFS**, children explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

### **Curriculum Impact**

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Where learning is not secure, additional learning takes place to address this.

Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly against the Early Years Profile. Age related expectation levels are reported to parents at the end of the reception year.

By embedding the formal elements, every child is encouraged to be creative, innovative and reflective on their own and others' practice using the subject-specific vocabulary to support their reasoning.

Through the use of sketchbooks and in-depth discussion around artists, their art and practices, pupils learn that art can be constantly reviewed and developed, further promoting the resilient, independent learners of Stoneferry.

Achievements are celebrated in classrooms during gallery exhibitions, corridor displays and Art Weeks.

**Stoneferry Primary School**  
**Art and Design Policy**

**Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design at Stoneferry Primary School. This policy will be reviewed in line with the school's development plan.

**What is Art and Design?**

We regard Art and Design as an important element within the creative and aesthetic area of experience. It provides opportunities to explore the world of thoughts and feelings and to express ideas in ways which are powerful alternatives to the written word. All pupils should have access to art, craft and design experiences in sufficient time and of sufficient quality, to allow them to benefit from a planned and coherent curriculum which will cover conceptual, formal, critical, technological and historical elements of art and design. Where possible, Art and Design should be linked to other areas of the curriculum.

## Aims

Our aims in teaching Art and Design (based on the national curriculum) are 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, designers, and understand the historical and cultural development of their art forms.

## Principles of the Teaching and Learning of Art and Design

Art and Design is important because alongside other creative areas of the curriculum, e.g. dance and music, it offers all children the opportunity to express themselves in a non-judgemental way. Art and Design offers success, achievement and self-esteem, perhaps where little has been experienced, yet at the same time offers considerable challenges

## The Teaching of Art and Design

Subject Content for Art and Design

### **Key stage 1**

#### **By the end of EYFS children will:**

Learn that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will learn that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in artistic

sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories.

### **By the end of Key Stage 1 children will:**

Use a range of materials creatively to design and make products, use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children will develop a wide range of Art and Design techniques using colour, form, line, shape, texture, tone and pattern. Children will become familiar about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and make links to their own work.

### **By the end of Key Stage 2 children will:**

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. Children will be taught to create sketch books to record their observation and use them to review and revisit their ideas as well as improving their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Additionally, they will learn about great artists in history.

### **Planning and delivery**

Art is taught using the Kapow scheme of work. It offers full coverage of the Key Stage 1 and Key Stage 2 curriculum as well as incorporating SMSC development. The content is categorised into 5 areas: Making



Skills, Generating Ideas, Formal Elements, Knowledge of Artists and Evaluating. Each unit contains lessons which are designed to be taught in sequential order, with the exception of the lessons in Skills and Formal Elements units which can be taught in any order. These units feature within each of the year groups and develop the discrete skills and techniques of art, craft and design. Work is planned with reference to the National Curriculum and the Constellation Trust progressive knowledge document. The National Curriculum breaks Art down into 4 strands; Materials, Techniques, Artists and Expression and Imagination. Skills in the EYFS are planned through the objectives within the EYFS Statutory Framework and ensure progression into Key Stage 1.

### **A typical teaching sequence**

- Study the work and techniques of an artist
- Compare and contrast with the work of previous artists studied other works in the same style
- Critically evaluate the artists' work to inform their own ideas
- Experiment, investigate and refine the different techniques using appropriate media
- Create their own artwork, applying new techniques, skills and media to their own work
- Critically evaluate their work, refining and improving where appropriate

Reflect and recap the knowledge and skills remembered and learnt

### **SEND**

Within the framework of Art and Design, there must be provision for both high attainers and pupils in need of extra help. Staff identify on their short-term planning, the differentiation necessary for providing activities that fulfil this criterion. Pupils who have experienced 'failure' and are afraid of their tentative efforts to produce realistic representations, may

benefit from art and design activities that do not have a defined or expected outcome and are more exploratory.

Pattern making, collage and printmaking may provide opportunities for children to build up confidence and self-esteem.

Using the computer is another medium which some pupils may feel more comfortable and familiar with. We have a number of art and design packages and software.

Pupils with special needs may receive additional support from the class teacher or support staff to help them better access the art curriculum.

### The Role of the Art and Design Co-ordinator

- To give advice on how to plan, organise and assess the teaching of Art and Design
- To involve teachers in reviewing the Art and Design policy to ensure that the staff have a sense of ownership
- To take responsibility for the purchase and organisation of Art and Design resources
- To review the long-term plan to ensure progression and continuity in Art and Design
- To act as a source of reference
- To attend relevant courses and disseminate relevant information
- Liaise with other schools and outside agencies

### Assessment

Formative assessment is an ongoing process that takes place during lessons. Staff identify on their short-term planning, learning objectives and success criteria for specific tasks. Pupils are encouraged to take part in self and peer assessment. Parents are invited to termly open

evenings to discuss their child's progress and progress is recorded on the end of year reports.

### Strategies for the Use of Resources

Each shared area/classroom is equipped with basic Art and Design materials e.g. paint brushes, glue, scissors etc. Teachers working within each area are responsible for keeping it tidy, with resources as accessible to the children as possible. Children need to be taught how to clean equipment properly and where to store it after it is no longer in use. Resources are stored in the Art cupboard. The cupboard is clearly labelled to ensure resources are easy to access and safely put away.

### Health and Safety

Teachers are aware of any health and safety issues relevant to art and design activities. Children should be taught how to use equipment correctly and safely. Staff follow the school's Health and Safety Policy.

This policy was written in September 2021.

It is reviewed every two years.

The policy will next be reviewed in September 2023.