



All Saints C.E Primary School

Art and Design Policy

This policy outlines the teaching, organisation and management of art and design taught and learnt at All Saints C.E Primary School. The school's policy is based on the 2014 National Curriculum and EYFS guidelines. The implementation of the art and design policy is the responsibility of all teaching staff.

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will 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 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.

SUBJECT CONTENT

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
- 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]

- about great artists, architects and designers in history.

Curriculum Intent at All Saints CE Primary School

Through the teaching of art and design we will enable children at All Saints to become creative and thoughtful artists.

Children will learn, develop and build upon the skills needed to be able to draw upon their knowledge of other artists work and use this to inspire their own work and exploration.

Children will be able to make decisions about which skills, styles, techniques and media to use for themselves and evaluate their decisions and creations.

Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified in the national curriculum and taught within each unit, progressing across year groups. Key skills are also mapped for each year group and are progressive throughout the school.

Implementation

At All Saints, teachers create a positive attitude to art and design learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards.

Art and design lessons are taught half termly, this may be as a block of sessions across a week or over the whole half term. Some units link to the topic being taught in other curriculum subjects, whereas others are based on specific artists.

We place a big emphasis on the development of drawing skills and this is a focus in each year group in at least one of the three taught units across the year. 'Painting and Printing', 'Mixed Media, Craft and Design' and '3D Form and Sculpture' are the focus of the remaining units.

We ensure that children learn about great artists, from a wealth of backgrounds and time periods and look at several local artists. We aim to instil the children of All Saints with a 'can do' attitude and belief that they too can be an artist.

At All Saints we use the four progress objectives from the NSEAD (National society for Education in Art and Design) framework: 'ideas', 'making', 'evaluating' and 'knowledge' when planning art units to underpin all teaching and learning in the subject. The use of these headings throughout our units ensures consistency across planning, teaching and assessment.

Each child receives their own sketchbook as they enter year one, this is taken through school with them so that they can be used for reference. Children's sketchbooks are not marked and do not list learning objectives, they are individual to each child and children are given the freedom to use their sketchbooks independently in lessons.

Impact

Through the teaching of art and design at All Saints children will:

- explore their own ideas and record their own experiences
- produce creative work, demonstrating a progression of skills and understanding and appreciation of the work of other artists, current and from history
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- become proficient in drawing, painting and printing, mixed media, craft and design' and 3D form and sculpture
- be able to 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

Assessment

We expect each child to be working at the expected level in art and design within their year group and use the four progress objectives from the NSEAD (National society for Education in Art and Design) framework

- Ideas
- Making
- Evaluating
- Knowledge

Assessment at All Saints;

- takes account of all aspects of pupils' learning and achievement
- includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use
- is collated over the whole unit to build a profile of achievement across all four of the progress objectives

In art and design lessons teachers consider both the quality of the products that children make and the skills they exhibit as they use tools, materials and processes. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit.

Planning

In Key Stage One and Two art and design is planned by the subject lead, this is then differentiated by class teachers to meet the needs of all pupils. Art and design lessons are taught half termly, depending on the unit it may be more appropriate for lessons to take place across a whole week, whereas for other units the lessons may need to be spread out further across the half term.

Some units link to the topic being taught in other curriculum subjects, whereas others are based on specific artists. Planning is organised into the ideas, making, evaluating and knowledge headings, with skills being taken from the progression of skills document. We highlight the key vocabulary being taught during each unit, this is linked to the vocabulary progression document shared by Stockport LA Art consultant and artist, Deb Kemp.

Art and Design in the Early Years Foundation Stage

In our EYFS we encourage creative exploration from the beginning of nursery by providing a continuous and enhanced provision which allows all children to experiment with a range of media, both independently and during adult led activities. We focus on several artists by linking artwork to our curriculum themes, for instance we look at animal art during our 'Creatures big and small' half term and the work of Kandinsky when learning about 2D shapes.

The specific area of learning 'Expressive Arts and Design' supports children in developing their creative side safely and freely whilst the prime area of 'Physical Development' focuses on the use of tools, such as paintbrushes and pencils.

At the end of their reception year children are assessed against the Early Learning Goals, at which point teachers will share if a child is working at the 'expected' level of development, or emerging within the goals.

Equal Opportunities

At our school, art and design forms part of the school's ethos to provide a broad and balanced education to all children. Through our art and design teaching, we provide learning opportunities that enable all pupils to make progress. We strive to meet the needs of those pupils with additional needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

SEN and Gifted and Talented

In school we aim to meet the needs of all our children by differentiation in our art and design planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves providing opportunities for SEND children to complete work while meeting their needs, with support, to develop speech and language skills, as well as art and design skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in learning and to achieve the goals they have been set.

Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

C Gallagher (June 2024)