



Art and Design Policy

St Anne's Fulshaw CE Primary School

Art Policy

Intent

At St Anne's Fulshaw, we believe that every child has the right to a curriculum that enables them to have a creative outlet and have a range of artistic experiences. We understand the immense value that having the ability to express themselves creatively provides for children's emotional wellbeing. At St Anne's Fulshaw Primary School children will:

- Be taught with an aim to meet the National Curriculum objectives.
- Gain a toolkit of skills to enable them to express themselves creatively in a range of ways.
- Develop a good understanding of different types of art including drawing, form, printing and textiles.
- Experience a range of different types of art through studying different artists including local artists.
- Be immersed in art so that they are confident and competent at drawing with scale and perspective and are able to represent their imaginative ideas in a physical way.
- Feel safe enough to express themselves without judgement or comparison with an understanding that the enjoyment of artwork is subjective and differences of opinion are celebrated.
- Take ownership of their own progression in art by focusing on self-assessment and gaining verbal feedback from their teachers.

The 2014 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 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 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.

Implementation

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Anne's Fulshaw, we ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

- The art and design curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers plan their art and design lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from class to class.
- When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. During our 3-year cycles, children will not cover all elements of the 3 year's teaching until the end of the 3-year cycle.

Impact

Our art and design curriculum is a key aspect of education, not only through art lessons but through cross curricular links. We use art as a tool for addressing curriculum breadth and also for well-being activities. The art curriculum has been designed to ensure that children get an immersive

creative education; the artists and makers we study are from all parts of the world; include both powerful male and female artists for the children to feel inspired by; and additionally historical and contemporary practitioners. There is a wealth of mediums that the children are introduced to across all classes, and familiar mediums that the children can practice and improve upon. We have a skills and progression document that carefully and clearly provides learning objectives for class teachers to utilise to ensure that children gain the skills and knowledge that they require in that given year.

We measure the impact of our curriculum through the following methods:

- Images and videos of the children's practical learning.
- Pupil voice
- Verbal feedback
- Consistent sketchbook use.

Equal Opportunities

All pupils must have equal opportunities to reach their full potential across the curriculum, regardless of race, gender, cultural background, ability or any sensory or physical disability. Classrooms and activities are managed taking account of these issues, and curriculum materials which are not biased are used.

SEND

Early identification of children with SEND is essential to ensure these children maximise their potential across the curriculum. Classes contain children of mixed age and ability, so a wide range of activities are planned to accommodate different needs and abilities. Adaptations are made to accommodate specific needs of individual children as appropriate.

Subject Development

It is the responsibility of the subject leader to keep up to date with developments and issues in the art and design curriculum and beyond, and to advise and inform colleagues as necessary.

The subject leader will attend appropriate INSET and feed back to staff. They will also identify suitable CPD courses for other members of staff.

As appropriate, the subject leader will investigate and arrange activities and visits from specialists, in consultation with the head teacher, as well as trips out of school to support the delivery of the curriculum.

Monitoring

The subject leader is responsible for development and evaluation of the art curriculum to ensure continuity and progression across the school.

This includes:

- helping teachers with planning
- reviewing and updating policy as necessary
- observation of lessons and feedback
- analysing results of assessments to identify whole school strengths and weaknesses

Samples of work are collected from each year group in all classes to give an overview of coverage, attainment and progression.

Assessment

Assessment for learning takes place routinely within the class setting. Children are aware of their areas for improvement through discussion and feedback.

Progress is recorded on Insight, in sketchbooks where appropriate, and photographic evidence of progress is stored electronically.

Resources

The subject leader is responsible for the management of resources to support learning in art, ensuring they are up to date, available and appropriate.

Health and Safety

Where special equipment is used, guidance is taken from CLEAPPS. Children are taught to use equipment correctly, store it safely and manage its use sensibly.

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