



# Stottesdon Primary School

Church of England Controlled

We really care and make learning fun

## Art and Design Policy

All references in this policy are saved in: Staff Workgroup/ All Staff/ Policies  
This policy needs to be read alongside other school policies, including:

- Safeguarding Policy
- E-Safety Policy
- Marking and Feedback Policy
- Monitoring and Evaluation Policy
- Assessment Policy
- SEND Policy
- Equal Opportunities Policy
- Teaching and Learning

### Aims:

Our School believes that every child should have the right to a curriculum that champions excellence. We endeavor to support all pupils to achieve. We believe that it is important for all children at Stottesdon Primary school, regardless of gender, race, or religious background to experience a range of design and technological activities. We will differentiate activities appropriately for more able pupils and for those with special educational needs, so that they can access all areas of the Art and Design curriculum. We celebrate pupil achievements and celebrate art across the school by displaying it in corridors. We understand the value that a varied curriculum plays in supporting the progression of knowledge and skills in Art and Design and the whole school curriculum.

### What is Art and Design?

Art and Design is a powerful form of communication that provides visual, tactile and sensory experiences to stimulate unique creative responses to the world in which we live. It develops pupils' understanding of the formal elements of art (colour, space, form, texture, pattern), their ability to use materials and processes to communicate what they think, see and feel. Art can help children to understand themselves and relate to others because it is an integral part of culture, past and present. The teaching of Art and Design develops each child's ability to appreciate a wide variety of art forms and to make judgements. It provides opportunities to explore ideas and meanings in the work of other artists, craftspeople and designers. It also helps pupils learn about the functions of art, craft and design in their own lives and in different cultures.

Art and Design can increase self-discipline and creativity, aesthetic sensitivity and fulfilment. We welcome the contribution that art can make to children, who are less confident with other curriculum areas, but demonstrate a talent in this area. At Stottesdon Primary, we strive to make Art and Design a relevant, enjoyable and creative activity for all children.

### In Art and Design we aim to:

- To produce creative work by exploring their ideas and recording their experiences.
- To provide a range of aesthetic experiences.
- To develop an appreciation of art and pupils' own artistic and creative ability.
- To understand the formal elements of art: colour, space, form, texture and pattern.
- To develop an awareness of visual symbols to convey ideas and feelings.
- To explore different techniques, tools and modes of manipulation.

- To experiment with different media: drawing, painting, sculpture, printing and other art, craft and design skills.
- To develop powers of observation and description using artistic language.
- To work collaboratively with others as well as individually.
- To value and respect their own artwork and that of others.
- To develop a respect and understanding of the different art forms of great artists, craft makers and designers from different cultures, genders and times in history (and how art forms have changed over time with the introduction of technology).
- To enable pupils to develop their own thoughts and opinions about art by evaluating and analysing pieces of art.

### **Curriculum:**

As a school, we have carefully planned a range of art projects that enable children to develop their artistic skills in a sequential progression (please see Art and Design Skills Progression Sheet) and that are in line with the expectations of the National Curriculum. Where possible, we have tried to choose art projects that highlight cross-curricular links to other subjects they are studying that term. Likewise, we try and use art as a visual window into other subjects (e.g. seeing the Holy Trinity in different art forms). By the end of Y6, we aim for children to have an awareness of a range of artists and artforms, to form their own opinion about a piece of art, to interpret visual symbols and to explore a range of different artistic media.

### **Expectations and Progression**

#### **EYFS:**

At Stottesdon Primary, our children begin their journey as artists in the early years, where they are immersed in a creative, explorative environment and given the confidence to develop self-expression within expressive arts & design. Having been exposed to an environment rich in different materials, colours, patterns, form, shape and space in two and three dimensions, textures and tools, our youngest artists begin to develop their own ideas and select how they would like to express them. Children develop their artistic and cultural awareness that helps to build firm foundations for the next stage of education in KS1.

These guidelines work together with the Early Years Foundation Stage.

#### **Key Stage 1 Outcomes:**

- 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.
- To develop knowledge 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 Outcomes:**

- 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.
- 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).
- To develop knowledge about great artists, architects and designers in history and across different cultures and genders.

### How is Art and Design taught at Stottesdon Primary?

- At Stottesdon Primary, Art and Design is taught using our curriculum maps. Units of work have been chosen to complement topic work and are outlined on curriculum maps, therefore enabling potential cross-curricular links.
- We have carefully mapped the Art and Design projects, so that children will be exposed to a range of different artists and art forms. The children will have the opportunity to complete a range of projects using different media each year. There is a clear skills progression across the projects, as the children progress through their schooling with opportunities to build on their prior learning (please see Art and Design Skills Progression).
- Lessons should be taught in a carefully planned sequence using a small step approach, which will allow pupils to build on prior learning and make connections because the workload does not overload their working memory. Retrieval practice will be used in lessons to help children to strengthen memory links to their long-term memory and teachers will make knowledge they need to know clear. Depending upon the unit, Art and Design can be taught as a block of lessons – within one week - or may be taught in a series of sessions over a period of weeks.
- A unit of work may be taught at a specialist workshop or school visit, with specialists leading the Art and Design process.
- Depending on the time of year and project, Lacon Childe has offered that we could use their facilities and technology to teach Art and Design.

### Health and Safety

Shropshire local authority guidance for specific resources and tools is comprehensive. This can be found on the Shropshire Learning Gateway/Curriculum/Art/Health and Safety. Teachers refer to this guidance when planning and delivering their units.

### Assessment:

Teachers use assessment for learning opportunities throughout the production of the art project to fully develop each child's skills in understanding the key skills required to use specific media. In addition, assessment for learning will be used to revisiting prior technical knowledge to develop their knowledge. Sketch pads and art portfolios are used to show the child's skill progression over the course of their learning.

Assessment sheets are recorded on a spreadsheet. Unit specific skills are assessed and recorded at the end of that unit. Overarching skills, which are developed throughout the year, are assessed at the end of the year. On the spreadsheet, numbers are used to detail the progress children are making with that skill (1=emerging, 2=developing, 3=secure, 4 = above). The spreadsheets are maintained by teachers, can be accessed by other teachers for transition and are reviewed by the subject lead and headteacher. In years 1/2, 3/4 and 5/6, the progression of knowledge and skills is developed over a two-year program.

The progress of children in Art and Design is relayed to parents at Parents' evening and reports twice a year.

**Resources:**

- Art and Design Skills Progression Sheets: This PC > Staff Workgroup (T:) > All Staff > Policies > Policies 2014 > Curriculum > Art and Design
- Art and Design equipment and resources are kept in classes or inside labelled boxes in Clun Class. All teachers are responsible for keeping the equipment tidy and should check stocks of equipment before they begin teaching a unit.
- The Shropshire Learning Gateway also has lots of good links and resources to support with planning and delivery.
- Lacon Childe School provides opportunities to use their facilities (e.g. pottery room)

Reviewed: February 2023