



CE Stanford in the Vale Primary School



Art and Design

This policy reflects the school's aims and objectives in relation to the teaching and learning of Art and Design. It sets out a framework within which teaching and nonteaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum 2014. These set out the rationale for teaching each area of the Art and Design Curriculum and specify the skills and knowledge that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the Art and Design subject coordinator with the staff.

Intent

Every society and culture has expressed its deepest beliefs and feelings through art. The purpose of art and design education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is an essential means of personal expression. In our school there is an artistic ethos which values imagination, inspiration and contemplation and encourages pupils to ask questions about meaning and purpose. Art in school is linked to our school-wide ethos of reflection, with some areas of the art curriculum being introspective and reflective, as well as focusing on world-wide issues (such as recycling and other cultures). There is also a focus on collaborate work across the art-curriculum, which links to the school themes of 'Working together, achieving together'. The intent of teaching Art and Design at Stanford School is as follows:

- To develop creative, imaginative, aesthetic, investigative and practical skills through a balanced programme of art, craft and design activities, which engages, inspires and challenges.
- To extend pupils' understanding of how ideas and feelings can be communicated in visual form.
- Show development of research, ideas and their own skills through the use of a sketchbook.
- To enable pupils to experience a wide range of media, through open ended activities and experimentation.

- To appreciate the work of artists, craft workers and designers in the area of painting, sculpture, printmaking, ceramics, graphic design and architecture. Examples should include contemporary art work and be from a variety of periods and cultures.
- To understand the history and culture behind the artists and artistic movements, relating to historical moments and how this had an impact on the art created.
- To foster a lifelong enjoyment in creating and experiencing art.
- To link the art curriculum to the termly focus question where appropriate.

Implementation Planning

Within the Foundation Stage Curriculum, Art is planned and linked through the Early Learning areas of Expressive Arts and Design. Different elements are also explored through the creative development area and continuous provision. The requirements of the National Curriculum are met by incorporating all the elements of the Programme of Study across Key Stage 1 and 2 in teacher's planning during the year and throughout the key stages.

Planning ensures a variety of artists, craft makers and designers, as well as cultures and historical periods, are studied during a pupil's time at Stanford in the Vale CE Primary School. Links are made to other areas of the curriculum where appropriate. Pupils will develop key concepts, skills and attitudes in art throughout the key stages.

Key concepts: Colour, shape, texture, pattern, tone, line form, perspective, process and media, artists and their work's form, content and mood.

Key skills can be divided into practical and perceptual skills:

Key practical skills: cutting, shaping, forming, joining, using tools and processes safely, gathering resources and research, organising materials, manipulating media, clearing away.

Key perceptual skills: observing and recording, imagining and remembering, expressing, communicating, feeling, responding, critically appreciating and evaluating. We aim to develop pupils' visual vocabulary and language and to recognise the importance of looking at, and talking about, art as well as making it.

Key attitudes: We aim to create a learning environment where art is a valued and important part of the curriculum. Children take pride in their achievements, respecting their own and others work whilst developing an appreciation of the contribution art makes to society and the wealth of our nation.

Teaching art

Opportunities are created for independent and challenging activities, where pupils learn as individuals and work collaboratively. A variety of techniques and processes are provided, incorporating opportunities for pupils to investigate and respond to art from a range of cultures, styles and artists and designers, both past and present.

Art and Design sketchbooks

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children are exposed to the work of artists, craftspeople and historical movements, and this information is recorded in their sketchbook. Each child has their own Art and Design sketchbook which moves up with them through the key stage.

Impact Assessment

The subject coordinator tracks progress throughout the year with learning walks, drop-in's and viewing sketchbooks with pupils.

The subject coordinator meets with the curriculum coordinator to discuss pupil voice, books scrutiny, planning and displays. The use of sketchbooks will assist assessment and also progression of students throughout the years. This is used to ensure children are making sufficient progress in Art and Design across the whole school.

A report on the areas covered and pupils progress against national expectations is sent to parents/carers at the end of the academic year.

Children demonstrate their ability in art in a variety of different ways. Teachers will assess children's work in art by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral feedback as necessary to inform future progress. Pupils are encouraged to make judgements about how they can improve their own work and use peer assessment to further reflect on their learning.

SEND

Where possible, learning should be scaffolded for age and ability allowing access to all. The use of stimulus and supporting adults should enable all pupils to respond and express their feelings. Resources should allow for all pupils to access the work, including visually and physically impaired pupils.

ICT

Skills in Art and IT will be developed through the use of appropriate software and technology use, providing information on artists and their work and using creative software to make digital art pieces.

Display

There is a vital connection between the development of pupils' visual literacy and the care and quality of the learning environment in the school. Displays in shared areas should be exciting, challenging and of a high standard to celebrate pupils' achievements, to motivate them and to promote a stimulating environment. In the classroom, art is not displayed, in order to keep a calm and consistent classroom setting. The information on shared area displays should involve pupils wherever possible and refer to the learning that has taken place.

Health and safety

Care will be taken with the selection of tools and materials used. Paints, inks, glues and drawing materials used in school are non-toxic and safe, and materials with a higher risk (hot glue guns etc.) are used with close supervision of an adult to ensure safety. Old shirts and aprons will be used to protect clothing where needed. Pupils are taught to use tools in a safe and appropriate way.

Resources

Each classroom is equipped with some basic art materials and equipment, such as poster paint, glue, scissors and newspaper. Specialist boxes for activities such as printing, drawing with inks and clay work will be kept in the resource room as well as the vast majority of resources including pastels, collage, chalks, fabric crayons, paper, glues, artefacts, books and prints. Where possible use is made of recyclable materials which is sourced from staff and pupils.

The coordination and planning of the art curriculum are the responsibility of the subject coordinator who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and by providing a strategic lead and direction for this subject.
- gives the headteacher an annual summary report in which they evaluate the strengths and weaknesses in art and indicates areas for further improvement.
- has use of specially allocated management time to review evidence of the children's work, and to observe art lessons across the school.

Reviewed - February 2025

Date of next review - February 2026

Reviewed by Hannah Smith, Art Co-ordinator