

Policy & Procedure

Thornton Primary School



Art & Design Policy 2024-2027

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring 2024 **and will be reviewed again in Spring 2027**

Signed: _____ Chair of Teaching & Learning

Date: _____

Non-Statutory Policy

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality

Responsibility Empathy
Confidence Perseverance Care

Aspiration
Respect

Pride Tolerance
Teamwork Challenge Integrity

Enjoyment



Aims and objectives in Art & Design (Intent)

Art and Design teaching at Thornton Primary School provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles and 3D work and are given the opportunity to explore and evaluate different creative ideas. We believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.

At Thornton, our teaching is based on the National Curriculum for Art and Design with its aims being to ensure 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.
- Be introduced to a range of artists from in the past and present including local artists.

Teaching and learning (Implementation)

Art and Design skills, knowledge and understanding will be taught through topics and also covered cross curricular through other subject areas. There is a strong emphasis on progression of knowledge and developing pupils' skills. Carefully selected enrichment opportunities will enhance pupils learning. Curriculum organisation and timetabling provide learner's with opportunities for constant recapping of knowledge and skills with well-spaced reviews.

By the end of each Key Stage, pupils will know, be able to apply and understand the matters, skills and processes specified in the programmes of study in the National Curriculum.

On occasion, topic headings may occur on a rotation depending of class sizes/organisation of year groups. This is carefully tracked by Subject Leaders to ensure topic content is not repeated, the progression of key knowledge and skills in still maintained and also that content is differentiated for different age groups when necessary.

National Curriculum Programmes of Study

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

In group and individual work, children have the opportunity to explore and develop ideas and techniques. They are involved in evaluating their own and others work, celebrating success and identifying areas for improvement.

Evidence of work is retained in individual sketch books as a working record for each child, which goes with them as they move up through school. Teachers are encouraged to make photographic records of children producing their art work.

Subject leaders keep half termly evidence of work from each year group in a portfolio (floor book), sketch books and on the website.

Children's art work is celebrated in school and the wider community, being exhibited in exhibitions, festivals and competitions.

We recognise that there are children of widely different artistic abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using support, whenever possible, to work with individuals or groups of children.

Foundation Stage

We teach Art & Design in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Art & Design aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five as part of Expressive Arts and Design and also the cultural aspect through Understanding of the World.

The contribution of Art & Design to teaching in other curriculum areas

Art can act as a stimulus and contributes significantly to the teaching of English in our school by actively promoting the skills of writing, speaking and vocabulary development. Art is used to stimulate discussion for creative writing. Through working with others, children develop their ability to communicate ideas effectively. They use reference books and develop research skills when finding out about the history of art and famous artists. Art is also used to stimulate discussion for creative writing.

Art & Design contributes to the teaching of mathematics in that children who study shape and design pattern.

Children learn about Art and Design in the past civilisations and it's importance to society and different cultures.

ICT is used in Art & Design where appropriate to aid their design skills. They also use ICT to enhance their research skills through the use of the Internet. Children improve the presentation of their work through the use of ICT.

Art & Design contributes significantly to the teaching of personal, social, citizenship and health education and plays an important part in developing self-confidence and supporting well-being.

Art and Design contributes significantly to children's spiritual, moral, social and cultural development. Creating art can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that art has on people's moods, senses and quality of life. Children at Thornton Primary School have the opportunity to encounter art from other cultures and, through their growing knowledge and understanding of art, they develop more positive attitudes towards other cultures and societies. They also study the link between art and religion through the study of different faiths in Religious Education.

Teaching Art & Design to children with special needs

We teach Art & Design to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in Art & Design takes into account the targets set for individual children in their Individual Support Plans (ISPs).

Assessment, Recording and Impact of the Curriculum

Teachers assess children's work in Art & Design by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher provides feedback as necessary. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the Symphony Non-Core Age-Related Attainment Expectations. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

The impact of our curriculum is measured in terms of the extent to which pupils have developed new knowledge, understanding and skills and that they can use and recall this with fluency. The children's

art work is often cross- curricular and helps them to express their emotions in art, as well as show their knowledge and understanding in history, geography and science.

This will be measured by:

- High quality displays throughout the school
- Enjoyment from self- expression in Art and Design
- In school attainment tracking of both core and foundation subjects
- Progression shown in sketch books
- Images of the children's practical learning
- Engagement in enrichment activities
- Route to Resilience activities
- Pupil voice – questionnaires, pupil book and learning reviews
- Subject Leader monitoring – Lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires
- Governor monitoring

Through their Art and Design the children at Thornton are able to reach out into the community, with their work proudly displayed in the local church, community centre, garden centre and village shop.

Resources

There are sufficient resources for all art teaching units in the school.

Monitoring and review

The Art & Design subject leader is responsible for the standard of children's work and for the quality of teaching in Art & Design. The work of the subject leader also involves supporting colleagues in the teaching of Art, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Art & Design subject leader is responsible for providing the headteacher with an action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The teaching of each area of learning will be monitored through the Core Strategic Plan by the subject leaders in the first instance and then by the Senior Leadership Team. Subject leaders engage, on a subject rota/when Art & Design is considered a priority subject for that particular year, in planned discussions with partner Governors to monitor and evaluate their area of the Core Strategic Plan. Governors file reports on their findings, the results of which can be found in the relevant folder in the Head teacher's office.

Health & Safety

The children use a range of equipment in accordance with health and safety requirements.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, creative curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between staff or children who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.