



Art and Design Policy

Policy date: Sept 25

Statement of Intent

At Ingol Community Primary School Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and Religious Education, Design Technology, History, Geography, Art, Music, Physical Education, French and Personal Social and Health Education.

Our aims are to:

- provide a broad and balanced curriculum that enables all children to develop their artistic skills, creativity, and an appreciation for art in its various forms.
- equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design
- ensure pupils value and respect their own art work and that of others.
- ensure pupils gain a knowledge of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- foster a positive and inclusive environment where pupils can express themselves and explore their imagination through a range of art mediums and techniques.
- develop our pupils ability to investigate, observe and appreciate works of art, from various artists, different times and cultures
- nurture a love for the arts and develop transferable skills that will positively impact children's personal, social, and academic development

“The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought.” (Ofsted, 2023)

We regard art as an important subject because:

- Art stimulates creativity and imagination.
- Art provides visual, tactile and sensory experiences and a special way of understanding and responding to the world.
- Art enables pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.
- Art can contribute to cultural understanding.

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.

The National Curriculum

The National Curriculum prescribes that at 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 their imagination and share their ideas and experiences
- to develop a wide range of art and design techniques 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

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- to develop their techniques, including their control and use of material, 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
- about great artists, architects and designers in history

For more detail please see <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study>

Pupils in reception class engage with the arts regularly and explore a range of materials and media. This enables pupils to work towards the early learning goals, such as safely using and exploring a variety of materials, tools and techniques. High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter and provides the necessary foundations for future learning.

Pupils in reception class...

- develop their fine motor skills so that they can competently, safely and confidently use a range of tools such as; pencils for drawing and writing, paintbrushes and scissors.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

We seek to involve a wide range of strategies to meet the individual needs of children studying art and design by:

- giving pupils access to a range of resources

- providing guidance on specific techniques, tools and the use of different media so that pupils can produce varied and interesting art work
- emphasising the importance of planning and the processes involved in making art such as; researching, observing, sketching and experimentation
- giving pupils opportunities to share and discuss their own art work and the work of others
- providing opportunities to work individually and in small and large groups
- providing further interesting art activities through cross curricular links and art clubs
- following the AccessArt split curriculum with each teacher understanding the progression of skills for their class and the progression of skills throughout the school.

Our resources:

- Every pupil has an art and design book, pupils use the same art and design book throughout their time at Ingol Community Primary School. The art and design books provide evidence for curriculum coverage and individual pupil progress over time.
- Each classroom has access to a well-maintained central art area.
- Each classroom has a class set of quality paints, brushes, pencils and scissors.
- Specialised resources are kept in an easily accessible in the art cupboard.

The role of the subject leader is to...

- seek to enthuse pupils and staff about art and promote high achievement, through training of staff and whole school displays of pupil's work
- manage and develop resources for art and design and ensure that staff have access to relevant and appropriate CPD.
- keep up to date with current developments, attend relevant courses and meetings, disseminating information to the rest of the staff.
- monitor the quality of teaching and the standard of work produced by carrying out book monitoring, lesson observations and planning and assessment checks
- inspire and motivate pupils and staff during our whole school 'art week'.
- analyse curriculum data and evaluate the strengths and weaknesses of the art and design curriculum, suggesting ways to further improve the curriculum, sharing findings with the headteacher and school governors.

Art and Design Books

- Art and design books should be dated.

- A title page should show the pathway that has been taught.
- Art and Design books should be used to show the whole process from initial ideas and mind maps to a photograph and evaluation of the final piece at the end of the pathway.

Art and design books are used by pupils to...

- develop and organise their thinking
- develop and improve their designs,
- evaluate and assess their own work and that of artists, craftspeople, architects and designers.
- experiment with materials, media and colour
- capture and record their imaginative ideas
- collect images to inform the development of their work
- organise their thinking through annotation, labels, thought bubbles and listing intentions
- record their responses to looking at works of art, craft and design
- share their designs and planning with others

Health and safety

Pupils are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are always supervised during activities. Risk assessments covering the use of sharp tools and hot glue guns have been conducted and are updated as needed.

Inclusion

We aim to provide for all pupils so that they achieve as highly as they can in art and design according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges will be provided.

Equal Opportunities

All pupils are provided with equal access to the art and design curriculum. We aim to provide suitable learning opportunities regardless of disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Pupils Premium

All staff know which pupils meet the criteria in their own class. Support staff are utilised to ensure that these pupils have the support they need to make good progress – this may be in a group of pupils with SEN, in a group of low achievers or in a group of very able pupils.

In accordance with Ingol Community Primary School's Race Equality Policy we seek to ensure all pupils achieve their best, according to their capabilities and regardless

of their disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Mrs S Smalley Art and Design Coordinator

S. Smalley

Next review Summer Term 2025