

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. (DofE, 2013)

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives. It will enable children to have a purpose for their work by promoting high expectations and the opportunities to display their work.

Statement of intent

At Tonacliffe Primary School we believe that Art and Design should engage, inspire and challenge children. Thus giving them the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children will be able to use colour, texture, form, pattern and different materials and processes. They will explore ideas through the work of artists and designers. They will learn how art and design have shaped our history and culture and gain an appreciation of how the arts enrich our lives.

Aims

Art is a valued part of the curriculum at Tonacliffe Primary School as it provides a means of exploring, appreciating and expressing ourselves. It is our intent to provide **all** children with a broad and balanced curriculum which is bespoke to our school and our children.

Art education should:

- Be enjoyable.
- Assessable to all children
- Foster the individual child's creative ability and develop the technical skills necessary to enable them to meet their full potential.
- Stimulate children's interest in art and develop their confidence to encourage them to explore and investigate the world around them through art.
- Provide a range of art activities which will ensure that the children have experience of using a variety of media, skills and techniques.
- Encourage children to use their imagination and express their own ideas, thoughts and experiences.
- Develop designing skills.
- Develop an awareness of art by other artists and designers from a range of cultures.
- Develop the children's aesthetic awareness.

Implementation through teaching and learning

Learning is organised in a two year cycle, with three art themes in KS1 and KS2 within each cycle (see scheme of work overview for details). Over each year cycle children will complete three units focusing on drawing, painting and sculpting. This cycle of work encompasses all aspects of the National Curriculum for art. Art is closely linked to other subjects through careful planning of cross-curricular links. We ensure continuity and progression in our art curriculum using direct teaching and practical activities.

At Tonacliffe Primary School we aim to use a variety of teaching and learning styles and so develop the children's understanding, knowledge and skill in Art and Design. This is achieved through whole class teaching or group work where appropriate. There will be opportunities for the children to work alone and to collaborate with others, using a variety of resources including computers. The teacher will model techniques and skills in their own sketchbook, as well as show good examples of individual work completed by children in the class. The children will be encouraged to evaluate their work and develop it further with in their sketchbook.

We offer suitable learning opportunities for children of all abilities through a range of strategies:

- Setting open-ended tasks to allow a variety of responses.
- Create tasks where there is an increasing challenge for children of all abilities, including those with a particular gift or talent.
- Group children by ability with differentiated tasks.
- Vary resources in order to create further challenge.
- Individual children or small groups will have adult support where necessary.

Implementation through Assessment, Recording, Reporting and Monitoring

Art and Design is a foundation subject in the National Curriculum. At Tonacliffe, we use the Access Art curriculum as the basis for our curriculum planning. Also, we have adapted the Access Art progression in skills as the foundation for planning.

Curriculum planning is carried out in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. This is a collaboration between the subject leader and teaching colleagues in each year group.

The medium-term plans ensure an appropriate balance and distribution of skills throughout each key stage. The subject leader is responsible for keeping and reviewing these plans.

These medium-term plans are used by class teachers and adapted as necessary for short-term planning. Learning objectives and expected outcomes for each lesson, give details of how each lesson will be taught and how success will be measured. The class teacher will keep these plans and will be able to discuss them with the subject leader on an informal basis.

We plan the activities in Art and Design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also ensure progression by following Lancashire's progression in skills. This means that there is an increasing challenge for the children as they move up through the school.

At the start of each unit, the children will be told about the skills they are learning and an artist that is linked to those skills. Throughout the unit children will learn a variety of artist all who use the same the skills. They will investigate the artists and their work, this will help the children to develop their own skills and produce work in the style of different artist.

We assess the children's work in art and design through observation in lessons. Teachers record the progress made by children against the learning objectives for their lesson. At the end of each unit the teacher will make a judgement against the access art assessment statements on the medium term plans. This information can then be used to plan further work and to make an annual assessment of progress for each child as part of an annual report to parents and carers.

Each child will have a sketch book that will follow them through the school to show their progression. Also, teachers will photograph and save selected pieces of work to place in their sketchbooks.

The co-ordination and planning of the Art and Design curriculum is the responsibility of the subject leader, who also:

- Supports colleagues by keeping them up to date in current developments in Art and Design.
- Gives the headteacher an annual audit of the subject area to highlight strengths and weaknesses and indicate areas for further improvement.
- Uses co-ordinator time to observe lessons of Art and Design across the school and review evidence of the children's work.
- Reports to the governors on a termly basis.

The Foundation Stage

In early years art is taught through skill development. Children will be able to:

- Engage in simple pretend play.
- Develop complex stories using small world equipment; making imaginative and complex small worlds using construction blocks etc.
- Explore different materials freely to develop ideas for creating and making; developing own ideas and choosing materials to suit the purpose.
- Join different materials and explore textures.
- Create closed shapes with continuous lines, and use these shapes to represent objects.
- Draw with increasing complexity and detail.
- Show different emotions in their drawings and paintings.
- Explore colour and colour mixing.

Key Stage One

Children are 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.
- Once children have been taught a specific skill they are able to practise and rehearse the skill through continuous provision.

Key Stage Two

Pupils are 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 are 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, clay).
- Learn about great artists, architects and designers in history.

Implementation through Inclusion, Including Meeting the Needs of SEND Pupils

All pupils, irrespective of gender, ability, disability, ethnicity, religion and social circumstances have access to history at a level appropriate to their needs. All children should make the greatest possible progress. We are committed to providing a teaching environment conducive to learning, which will include a range of teaching and learning strategies to meet children's needs. The school's SEND policy is adhered to by all teaching and learning provision in line with this document.

Implementation through resources

A wide range of resources are used in the teaching of Art and Design. All classrooms have some basic resources but more specialised equipment is stored in the Art and Design resource

cupboard in the infant activity area. Art resources are ordered in bulk at the end of each term for the following term and further resources are ordered as required throughout the term.

Implementation through Professional Development and Training

Effective implementation of this Art policy is subject to staff being adequately trained and competent in all areas of Art. In order to meet the needs of staff in school, regular skills audits will take place by the Art subject lead which will inform future training needs. Training will be provided through a variety of sources (subject to school budget) and the Art subject lead will deliver in school training and complete internal assessment moderations.

Implementation through Health and Safety

All health and safety requirements are met in the school. Appropriate risk assessments are conducted to ensure the safeguarding of children and staff when planning and carrying out historical activities. Equipment is maintained to meet the safety standards.

Roles and Responsibilities

The Senior Management Team has the overall responsibility for Art; however, the subject lead is responsible for monitoring curriculum coverage and the impact of learning and teaching.

The subject lead will:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Art;
- Renew, update and oversee the audit of resources needed to deliver the curriculum;
- Monitor and evaluate the learning and teaching of Art, including children's progress and attainment;
- Develop assessment and record keeping ensuring progression and continuity and disseminate good practice to staff;
- Keep abreast of developments to the teaching and learning of Art.

All stakeholders will work together to ensure the implementation of the Art policy.

Impact

We hope to see a love of Art and Design within all children throughout our school. We aim to expose the children to a range of artists and promote the different jobs and possibilities that having Art skills can open up to the children. Art will be taught in block units in order to fully immerse the children in their learning. This will allow them to develop a good understanding of the skill they are focusing on. To measure the impact of Art and Design, the subject leader will

conduct a range of monitoring. This could include; pupil interviews, lesson walkthroughs and book scrutinies. The children will take their Art work home to share with their families to promote the learning they have been doing in school.

This Art policy will be reviewed. Evaluations will consider:

- External inspection/ advice
- Staff development
- Curriculum coverage
- Data analysis

R Gould (Art lead)

Policy reviewed September 2024.

