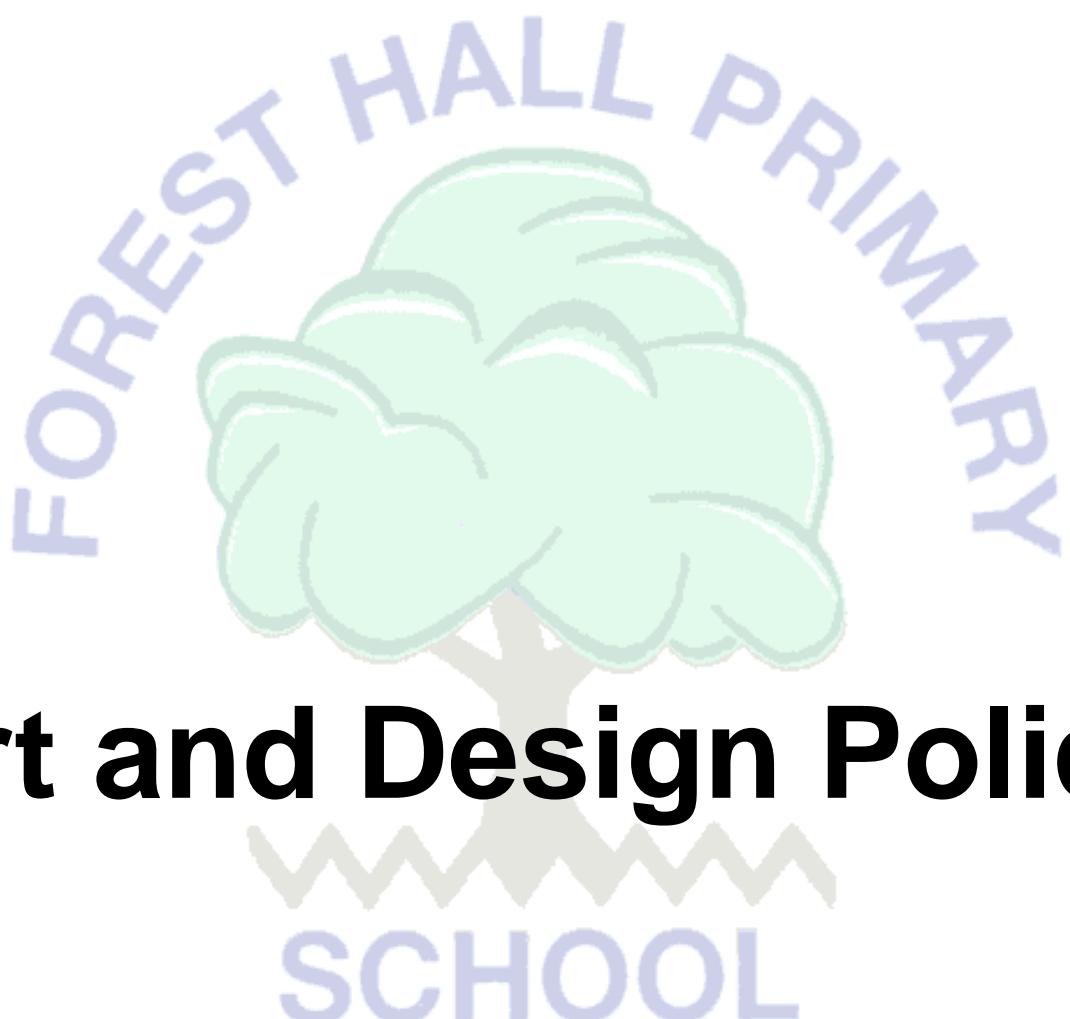


# Forest Hall Primary School



## Art and Design Policy

Version	Date	Adopted	Review
1.0	2018	2018	2022
1.1	June 2022	October 2022	June 2024
1.2	June 2024	June 2024	June 2026



# Forest Hall Primary School



## ART and DESIGN POLICY

### Purpose

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. (National Curriculum, 2014)

### Aims

- to enable pupils to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- to develop creativity and imagination through a range of complex activities
- to improve the pupils' ability to control materials, tools and techniques
- to increase pupils' critical awareness of the roles and purposes of art and design in different times and cultures
- to develop increasing confidence in the use of visual and tactile elements and materials
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- to develop the cross-curricular use of art and design in all subjects

### Teaching and Learning

Our school policy is developed from the National Curriculum for Art and Design, the Early Years Foundation Stage Statutory Framework and Development Matters. We use Kapow to support the teaching of art in each year group and our curriculum develops the art skills in each year group progressively.

### EYFS

In the Early Years Foundation Stage children are taught art skills using a variety of media and have the freedom to explore colour, texture, printing, painting etc.

In nursery they are taught how to hold and use pencils, pastel and paintbrushes for mark-making and have opportunities to practise and explore art media such as paint, pastels, collaging every day. In reception this is in the form of a weekly session where they build upon and develop painting, clay modelling, collaging, drawing skills, 3d modelling over the course of the year.

In reception and nursery there are creative areas in the continuous provision for children to access freely and use however they please. Children are taught how to evaluate their work simply by explaining what they would change or alter.

## KS1

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

Teachers follow art progression document from Access Art and plan their units of work according to the skills that are being developed. Sketchbooks are introduced in KS1 these are for the children to explore art techniques that are being taught in their lessons in the lead up to a bigger project. Children are encouraged to look at and talk about art and generate ideas without constriction.

## KS2

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

Teachers follow art progression document from Access Art and plan their units of work according to the skills that are being developed. Sketchbooks are continued but used differently; including recording observations, planning and shaping ideas.

## Cross Curricular Links

### Oracy

Art and design contributes to the teaching of English in our school by encouraging pupils to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other pupils, and to say what they think and feel about them. Children also have a weekly opportunity to explore and discuss the work of a given artist within their class, this helps to develop their knowledge surrounding famous artists and their opinions towards artwork.

### English

Images are used to stimulate ideas for writing, suggest emotive vocabulary. Children are encouraged to review their work and the work of others which is often done in writing.

## Mathematics

Art and design contributes to pupils' mathematical understanding by giving opportunities to develop their understanding of shape and space through work in two and three dimensions.

## PSHE

Art and design contributes to the teaching of some elements of personal, social and health education. The pupils discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during Arts weeks.

## SMSC

The teaching of art and design offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other pupils, and encourages them to collaborate and cooperate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

## Time allocation

In Early Years art activities are integrated into the curriculum daily.

Art should be taught at least one session a week in KS1 and 2 in alternate half terms to Design Technology.

## Inclusion

It is recognised that **all** pupils, including those with special educational needs, must be given opportunities to show what they know and can do.

Recognising the different abilities within a class means that teachers must plan at a class, group and individual level. This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different intelligences
- Matching tasks to pupils' needs.

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend more able pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning.

## Resources

### Class based

Every class has their own pencils, colouring pencils, paint brushes and paints these are appropriate to the age of the class and their ability for example KS2 have fine paintbrushes and water colours, KS1 have watercolour paint blocks and EYFS have triangular pencils to support grip.

### Central stock

There is a wide range of resources stored centrally for each class to access that includes a range of ready mix paint, charcoal, sketching pencils of varying grades, clay and printing rollers. Any other resources that are required are ordered on request of the class teacher or art lead.

## Assessment

The pupils' work in art is assessed based on the Kapow lessons and pupils are graded SU (secure understanding), WT (working towards) and GD (greater depth) for each lesson which is then collated for a final judgement across the unit and across the art lessons. See Appendix

Pupils are encouraged to assess and evaluate both their own work and that of others. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

Children in the Early Years are assessed through teacher judgement using Development Matters on whether they are working at the expected level for Nursery or Reception.

## Monitoring

The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject

attends termly PATERN meetings at the Laing Art Gallery and feeds back to teaching staff

organises yearly art weeks by setting up gallery visits and inviting in local artists to lead art workshops

The quality of teaching and learning in art and design is monitored and evaluated by the LT and headteacher as part of the school's agreed cycle of lesson observations.

## Roles and Responsibilities

**The Governing Body** is responsible for ensuring compliance with the legal requirements of the National Curriculum. The Curriculum Sub-Committee are responsible for the approval and review of this policy.

**The Headteacher** will monitor the effectiveness of this policy by:

- Ensuring all school personnel are aware of and comply with this policy
- Working closely with the School Lead for Art and Design
- Ensuring compliance with the legal requirements of the National Curriculum
- Providing leadership and vision in respect of equality
- Providing guidance, support and training to all staff

**The subject lead** will lead on the development and implementation of this policy throughout the school.

- Offering help and support to all members of staff in their teaching, planning and assessment of the art and design curriculum.
- Attending appropriate network meetings/ training, feeding back to colleagues, and ensure staff keep up to date with best practice, resources and pedagogy.
- Leading and organising staff training as and when needed.
- Reviewing practice and resources in delivering the art and design curriculum and reporting to the headteacher.
- Producing and implementing an art and design development plan.
- Having enthusiasm for art and design and encourage staff to share this enthusiasm.

The Subject Lead will be responsible for guiding curriculum development and monitoring the effectiveness of teaching and learning in art and design through:

- Monitoring planning and curriculum coverage
- Ensuring continuity and progression throughout the school
- Pupil voice discussions
- Conducting work scrutinies

**Teachers will:**

- comply with all aspects of this policy
- plan for and teach art and design in line with school guidance
- assess progress in art and design in line with school guidance
- Devise medium and short term planning
- Develop pupils' spoken language, reading, writing and vocabulary in all subjects
- Plan and deliver engaging lessons

**Teaching Assistants will:**

Support the delivery of Art skills, knowledge and understanding in class as directed by the teacher.

**Parents/Carers** are encouraged to take an active role by joining the school in celebrating success of their child's learning. This can be through attending progress evenings, assemblies and during drop in sessions. They are informed via half termly information sheets of their child's topics and encouraged to show support in the completion of homework.

Parents/carers support their child by having them at school on time and ready to learn.

Children also support learning in art by always trying their best and being ready to learn.

**Review date**

This policy will be reviewed following consultation with staff in June 2026.

H. Ridley  
Art and Design Lead  
June 2024

## Appendix A

### Staff Write>Curriculum>Art>Art and Design Kapow Assessment

Art and Design Kapow assessment FC - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW Neilly, Hannah

Caveat 24 A A General Conditional Formatting Table Cell Styles Insert Delete Format as Table Cell Styles Cells Sort & Find & Filter Select

Clipboard Paste Font Alignment Number Styles Cells Editing

A1 A B

**Kapow Primary™**

**How to use this assessment tool**

3 Here's our suggestion for using this tool to monitor the progress of your class or individual children:

4 1. Replace the column headings Child 1, Child 2 etc, with the names of the children in the class.

5 2. Insert the total number of children in your class in cell **A1**.

3. Assess each child according to our suggested criteria. We have used the abbreviations:

- WT (working towards).
- SU (secure understanding).
- GD (greater depth).

6 Insert either WT SU or GD against each lesson in the column for each child.

7 4. The percentage of children working at the three different levels will be calculated automatically.

5. The percentage of lessons children are working at the three different levels will be calculated automatically. This version of the assessment spreadsheet has been updated to show a percentage of the lessons that have been taught, meaning that the spreadsheet can be used for those teaching the condensed or combined versions of the Long-term plan too. Please note - it will display an error formula until you input some data.

10 11 12

Year 1 Year 2 Year 3

Guidance Year 1 Year 2 Year 3 Year 4 Sheet1 Sheet2 ...

READY 100%