



Wilkinson Primary School
Art and Design Policy - Contents

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Introduction:



This policy expresses the school's purpose for the teaching and learning of Art and Design. It sets out our intention; the implementation of the curriculum, and assessment and monitoring based on the Art and Design programmes of study (POS) for Key Stages 1 and 2 (*DfE September 2014*).

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Context

Art and Design embodies some of the highest forms of human creativity. Art helps to develop transferable skills and raises academic achievement. Art develops motor skills, language skills, social skills, decision-making, risk-taking and inventiveness; it helps to enhance well-being and self-esteem. Additionally, art is valuable for its own sake, it develops problem-solving, promotes diversity, respect and cultural understanding; art develops critical thinking - showing that making mistakes can be liberating and teaches children to take time and be more careful and thorough in how they observe the world, encouraging looking at details and thinking in depth.

Therefore ...

Intent

...It is our intent that, by the time they leave Wilkinson Primary School, all our learners will: aspire to experiment, invent and create their own works of Art and Design; develop the knowledge and skills to work creatively; understand how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Wilkinson Primary School, we recognise that pupils are entitled to a high quality, structured and progressive Art and Design curriculum that will engage, inspire and challenge learners, and allow and equip them to reach their potential in expression and creativity.

Therefore, it is our intent to:

- Provide a relevant, challenging and enjoyable curriculum for Art and Design for all pupils which at least meets the requirements of the national curriculum programmes of study for Art and Design.
- Encourage pupils' development of creative, imaginative and practical art and design skills through a balanced and progressive programme of activities.
- Develop and improve pupil's artistic skills in:
 - Drawing
 - Painting
 - Printing
 - Photography
 - Textiles
 - Ceramics
 - Graphic design
 - 3-dimensional work
- Develop and improve pupil's artistic techniques in practical work including:
 - Different qualities of line and tone
 - Experimentation with colour-mixing and application
 - The use of pattern and texture in designing and making
 - How shape, form and space are presented in works of art
- Develop imagination, creativity and natural curiosity using a wide range of stimuli, materials and processes to develop the ability to communicate and express creative ideas and reflect on own work.
- Use appropriate artistic vocabulary to communicate ideas.
- Develop exploration and appreciation in art and design.



- Develop the attitudes of critical reflection, enjoyment, curiosity, co-operation, turn taking, creativity, inventiveness and open mindedness.
- Explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through creative activities.
- Pupils should be taught about the work of artists, craft workers and designers.
- Pupils should be taught to use materials, tools and techniques for practical work safely.

Implementation

Purpose:

- The Art and Design Subject Leader, and leadership team, support staff to deliver a high-quality Art and Design education.
- Art is an ongoing process through which learners are given opportunities to develop specific skills, knowledge and understanding to enable them to work in a variety of media, style and form:
 - Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
 - Drawing, painting, cutting, shaping, gathering, organising, clearing away.
 - Observing, recording, remembering, communicating, expressing, critical appreciation
- Art skills, concepts and techniques are developed through repeated opportunities, delivered through the school's scheme of work, which delivers opportunities to build new knowledge and skills on previous learning and is based on a clear skills progression.
- Pupils all abilities will become increasingly able to use their skills and creative imagination to achieve their potential with guidance and given criteria
- Pupils have access to a variety of media and resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
 - record responses, including observations of the natural and made environment;
 - show development in their ability to create pieces of Art and Design;
 - understand and apply the basic principles of art and craft to include: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective;
 - realise their ideas and sustain a level of working from start to the completion of a project or a piece of work, reviewing and modifying their work as it progresses;
 - develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work;
 - respond to and evaluate art and craft including their own and others' work;
 - critique a range of works;
 - understand and use artistic vocabulary

Curriculum organisation, coverage and progression:

- Planning for Art and Design is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long and medium term planning has been developed to ensure coverage of the key Art and Design techniques of:
 - Drawing
 - Painting
 - Printing
 - Photography
 - Textiles
 - Ceramics
 - graphic design
 - 3 dimensional work
- The key Art and Design elements of
 - Line



- Tone
- Pattern
- Colour
- Texture
- Shape, form and space across all year groups.
- Long and medium term planning ensures the coverage of a range of media, enabling children to develop skills and techniques in using
 - Ready Mix paint
 - Watercolours
 - Acrylic Paint
 - Different grades of drawing pencil
 - Other mark making devices (e.g. biro)
 - Pastels (chalk and oil)
 - Charcoal
 - Clay
 - Recycled materials
 - Textiles
 - Digital media
 - Collage
 - Sewing and textiles
- Progression is ensured by basing the Long and Medium term planning on a specific skills progression.
- Art and Design activities are developed using the topics of the school's Creative Curriculum, ensuring that skills are taught within topics allowing the children to see purpose and context to their work.
- Art and Design activities occur once a week, over a course of weeks.
- Once every term, every year group takes part in an art day, focusing on a particular media of art
- Key skills in Art and Design are taught within the Creative Curriculum but may also be integrated into learning in other curriculum areas.
- Planned activities will take account of pupils' previous experience in art.
- Teachers will plan for an element of previous learning to be revisited during each lesson to remind, consolidate and deepen the understanding of previous learning.
- Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.
- Teachers will ensure that the objectives of lessons, key skills and techniques to master and the criteria for success are clear to all pupils.
- Teaching in art will address the fact that all children will develop their ability to make images and to learn and apply knowledge at different rates. Children's differing abilities may be met through differentiations: by greater teacher support offered to individuals or small groups; by providing materials, media or equipment that is more suited to an individual's needs or more challenging; by adding to the complexity of, or simplifying, a task; by providing some elements of the task already completed or organized so an individual can purely focus on the skill being taught; by focusing on skills more suited to the child's abilities or by the expected outcome of the task. All approaches need to be considered to ensure that all children, including the most able, can be working to their full potential in all art lessons.

Sketchbooks

Children will use their sketchbooks for: recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,

- working out ideas, plans and designs,
- reference – as they develop ideas for their work
- to practice and refine specific skills
- looking back at and reflecting on their work, reviewing and identifying their progress.



- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.
 - Photos of the children's completed work will be included in their art book.
- Sketchbooks will move through the school as the children progress from one year to another, and across key stages. The sketchbooks will contain no end products. End products (3 per term minimum) will be kept in the child's art folder (portfolio).
- The children's sketchbooks will be used as a record of the children's learning and will be a key tool for teacher assessment during each lesson.
 - Sketchbooks will be used to aid subject coverage monitoring and as a prompt during pupil voice feedback during conversations with leaders.

Assessment and Reporting:

- Progress is assessed on an on-going basis against statements identified within the planning regarding what all learners, most learners and some learners will achieve. This ensures teachers are aware of individual pupils' progress in Art and Design.
- Self and formative assessment is used by the class teacher during whole class or group teaching. Children's confidence and difficulties are observed and used to inform future planning.
- The art coordinator will monitor the standard of the children's work and how well they have achieved within the curriculum standards.
- At the end of the academic year, teachers will share the progression of the children with their new teachers.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment of the outcomes of each unit of work.
- Information is shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.

Early Years:

Creative work in the foundation classes is part of the Early Years Foundation Stage Framework. The objectives set out in the framework underpin the curriculum planning for children from birth to age five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable

Roles and responsibilities:

- The school community works together to ensure the implementation of the Art and Design policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching.
- The subject leader will support and guide the practice of teachers and support staff and assist colleagues in the implementation of the Art and Design curriculum.
- The subject leader will update documentation where necessary, including producing action plans for the School Development Plan, prepare bids and manage the Art budget effectively.
- The subject leader will liaise and consult with outside agencies where appropriate.
- The subject leader will ensure they have up-to-date knowledge of current issues and trends in Art and Design.
- The subject leader will arrange for, or provide, staff training as required.
- The Art and Design subject leader provides an annual report to governors on the impact of the curriculum and how resources are being effectively deployed. Governors may include Art and Design in their learning walks around the school.
- The class teacher is responsible for delivering an effective Art and Design curriculum and integrating this into their planning for other subject areas where this is appropriate.



Monitoring:

- The impact of the Art and Design curriculum is monitored regularly by the Art and Design subject leader through pupil discussion, scrutiny of planning, sampling work, discussion with teachers, an ongoing portfolio and lesson observations.
- Feedback from monitoring is given to individuals and groups in order to improve performance.
- Systematic monitoring of all threads of Art and Design informs the subject leader of issues for development to be included in the school development plan.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for Art and Design.
- Art and Design opportunities and equipment are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- It is important to note that a pupil with SEN in English or Maths (for example) will not necessarily have SEN in Art and Design.
- The school is aware that not all pupils have the same access to Art and Design materials at home and this is considered by staff in the planning and delivery of the curriculum – for example through the use of homework clubs or extra-curricular clubs.

Resources:

- The school has a range of resources to support the delivery of the Art and Design curriculum:
 - Available in each classroom
 - Watercolour Brushes (various grades)
 - General Paint brushes (various grades)
 - Palettes
 - Scissors
 - Glue (PVA) and glue spreaders
 - Paper
 - Paint (KS1)
 - Clay (KS1)
 - Available in Key Stage 1 and 2 base
 - Backing paper
 - Sugar paper
 - Display borders
 - KS2 Base Paint
 - Available in the Early Years
 - Paint
 - Brushes
 - Paper



- Art and craft textures and materials
- Printing equipment
- Collage materials
- Glue
- Scissors
- Sticky paper
- Available across school (held in the Art Store)
 - A range of papers (Crepe, tissue, sticky)
 - Drawing pencils in a range of grades
 - Specialist pencils (watercolour pencils, skin tone pencils, metallic pencils)
 - Charcoal
 - Chalk and Oil Pastels
 - Fabric paints/crayons/pencils
 - Ready mix Paint (KS2 additional stock)
 - Printing materials (rollers, trays)
 - Polystyrene tiles, card, neoprene (materials for creating printing blocks)
 - Printing ink
 - Screen printing equipment
 - Watercolour Paint
 - Clay tools and boards
 - A range of textiles (felt, binka, threads, needles)
 - Glitter
 - Glue
 - Collage/textile embellishment materials (sequins etc.)
- Digital Resources
 - A range of art apps are available on the ipads
 - 2Paint a Picture available through Purple Mash

Health and safety:

Children should use items of protective clothing as appropriate; they should wear an apron or an old shirt/t-shirt from home when engaged in art activities. Children should be encouraged to develop safe and tidy work practices.

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Children should be shown safe procedures for using such resources and should be made aware of dangers. If in doubt, teachers should liaise with the Art and Design Leader to ensure they are familiar with the safe procedures for using certain resources. Resources which require particular care in use include: lino cutters; spray fixative, glue guns, craft knives and needles.

Sensible Strategies:

- All children using art materials should wear 'protective clothing' e.g. a school apron.
- Paint used in the Foundation and KS1 areas are to be washable.
- Consider safety measures for the equipment to be used.
- Group size.
- Pupils who are old enough should be taught how to select, use and clear away tools and materials.
- All children know where to find the resources.
- Monitors for art materials.
- Buckets and bowls available for the collection of used equipment make the process more efficient and less messy.
- Further guidance can be found in the school's health and safety policy.

Links to other Policies:

This policy links to:

- Design Technology



- Safeguarding and Child Protection
- PSHE
- RSE
- SEND
- Health and Safety
- Data Protection
- Early Years

Review:

- This policy will be reviewed annually by the Art and Design subject leader and leadership team and shared with the school community.