



Slaley First School

Art and Design Policy

Nurturing Ambitious Individuals

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Art and Design Policy

Our School Vision

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

Curriculum Intent

At Slaley First School, the intent of our Art and Design Curriculum is to offer a broad, balanced, rich and vibrant learning experience that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our art and design curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are often challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are

adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of 'flashback four' where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory and support retention and recall.

At Slaley First School, the children will be able to use a variation of media and tools to

build on their own individual experiences and develop new skills to become proficient in all areas of art including painting, collaging, designing and printing. Our enriched curriculum provides our children with plentiful opportunities for reflection, they acquire the ability to make informed, critical responses of their own work and that of others and are encouraged to develop both their ability to respond critically to works of art, and develop their confidence in their own artistic ability. Children will develop an understanding of colours, form, texture, pattern and will have the opportunity to use a wide range of different materials and processes, allowing them to communicate what they see, feel and think, allowing them to express their own individuality. Through the teaching of our curriculum, children learn about the diverse roles and purposes of art, craft and design in contemporary life, different times, cultures and the wider world, all whilst being exposed and exploring ideas and meanings in the work of a variety of artists, crafts people and designers. The children will work collaboratively at times and will be encouraged to uphold British values whilst doing so.

Our Curriculum Design

Our art and design curriculum is designed to allow each pupil to:

- develop the ability to use visual language skillfully and convincingly (line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- develop the ability to communicate fluently in visual and tactile form.
- develop the ability to draw confidently and adventurously from observation, memory and imagination
- develop the ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing
- develop an impressive knowledge and understanding of other artists, craftmakers and designers
- develop the ability to reflect on, analyse and critically evaluate their own work and that of others

Curriculum Implementation

Slaley First school is truly dedicated to meeting, and where possible, exceeding, the art and design requirements that are outlined in the National Curriculum 2014.

Our enriched curriculum enables teachers to use a range of teaching methods and learning styles within lessons. It considers children's relevant starting points and the individual needs of all children. The planning of our curriculum reflects content and challenge whilst ensuring that it is broad, balanced, rich, innovative and vibrant, ensuring that it encompasses challenging pathways that are achievable for all children and lead to outstanding curriculum provision.

Slaley First School ensures that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. The skills and knowledge that children will develop throughout the curriculum are mapped across each year group, from Nursery, through to Year 4 in order to ensure progression and build upon on skills and techniques as well as deepening understanding.

We use the National Curriculum Programmes of Study for Art and Design as the basis for our curriculum planning. We develop and review our art and design curriculum using the national curriculum for Art and Design as the basis. We then adapt and personalise it for our children by adding exciting and stimulating learning opportunities to engage. Children are encouraged to achieve their full potential by staff who set high expectations. The progression of skills throughout the art and design curriculum is evident within our medium term planning across each term and across each year group, from nursery to year 4.

Early Years

In early years, our children have daily opportunities to engage with the arts. We provide a wide variety of learning opportunities, exploration and play, using a wide range of media and materials.

Key Stage 1

Art and design is about developing children's creativity and imagination by providing stimulating and enriching learning opportunities that relate to the children's own identity and experiences, natural, man-made objects and materials with which they are familiar with.

Children will be taught:

- To use a range of materials creatively to design and make a variety of products.
- To develop their ideas, experiences and imagination through the use of drawing, painting and sculpting.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space.

- To investigate the work of artists, craftspeople and designers, describing the similarities and differences between different practices and disciplines and making links

Key Stage 2,

Art and design is about developing children's techniques, including their control and their use of materials with creativity, experimentation and imagination through providing more complex learning opportunities. Children should develop an increasing awareness of different kinds of art, craft and design.

We plan our curriculum in three phases. A long-term overview for each term and year group, from nursery to year 4. medium term plans which provide exciting learning opportunities and show skills and progression. Short term plans are constructed where teachers plan personalised learning opportunities and show the skills and techniques that will be taught in a lesson.

Staff share expertise, discuss ideas and reflect on how previous lessons were taught to ensure that every lesson hooks, engages and sets high expectations for our children.

Throughout our Art and design curriculum, we strive to develop the children's cultural capital by providing the children with a wide range of experiences.

Our Children's Charter

- To hook and engage children's imagination and creativity through exciting stimuli.
- To develop children's skills through innovative opportunities to experience different media and materials such as painting, drawing, textiles, clay work, printing, digital medias and collage.
- To develop a knowledge and appreciation of a variety of different artists, crafts people and designers from around the world and through history, developing a deeper understanding of their influences and how they helped shape the world of art and design.
- To understand that art is very personal and can be used a means of communication to convey feelings and emotions.
- To allow children to develop the ability and confidence to express their individuality and respect that of others in line within British values

Inclusion

At Slaley First School, all children should be given the tools to progress in art and design. All teaching staff will plan lessons that are inclusive to all pupils and celebrate individual expression. We strive to create a learning environment where every child feels included, valued and encouraged. We strive to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents,

Curriculum Impact

At Slaley First School, through our art and design curriculum, we enable children to explore a wide range of opportunities that enable them to acquire the knowledge, skills and understanding they need for their future life. Our broad and balanced curriculum allows children to develop key artistic skills, critical thinking abilities and the aptitude to make connections by applying their knowledge and understanding to all aspects of Art and Design.

The curriculum design and planning will lead to progress for all of our pupils, regardless of their starting points. Planned learning is progressive, builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality as they move through our school.

The Headteacher is responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in art and design including seeking the children's views. The art and design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Assessment and Recording

Teachers assess children's work in art and design in three different phases. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Mind maps are used to assess the children's knowledge at the beginning of each unit and these are repeated at the end of a unit. Half termly pupil progress meetings discuss individual progress outcomes. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year.

Links to other Policies

Equality information Policy
Teaching and Learning Policy
Feedback and Marking Policy
Assessment policy
SEND policy