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**Coton-in-the-Elms C of E Primary School**

# **Coton-in-the-Elms Primary School Art and Design Policy**

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## INTENT

### 1. Introduction

The National Curriculum for Art and Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using 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.

Certain Health and Safety concerns are presents with art, including storage of materials and tools and the use of these during lessons. Children must be given clear instructions prior to use of the equipment and tools to ensure that they are using them safely. Pupils will be supervised at all times during art activities.

### 2. Ethos & Aims

At Coton-in-the-Elms Primary School, we endeavour to provide children with high quality teaching and learning of Art and Design to engage and inspire pupils. We believe that Art and Design can stimulate creativity and imagination which can encourage and allow children to express themselves. Art can also promote the wellbeing of children. It can supply children with a variety of experiences (tactile and visual) to gain different skills, concepts, knowledge and transferable skills. Art and Design provides rich opportunities within the school curriculum to allow children to access and learn about how art reflects and shapes our history and contributes to the culture and wealth of our nation.

## INMPLEMENTATION

### 3. How is it Taught?

We aim to ensure continuity and progression by providing appropriate Schemes of Work based upon a 1-year cycle of themes for each year group from Foundation Stage through to the end of Key Stage 1 and a 2-year cycle of themes for each year group from the start of Key Stage 2 to the end of Key Stage 2.

Art and Design is taught in different methods in Early Years Foundation Stage compared to Key Stage 1 and Key Stage 2.

In EYFS, Art and Design can be adult led or child led. Children will receive 2 adult led art lessons a week to allow children to access knowledge and learn new techniques. These art lessons are based on the learning topic for that week. Each day the children have access to Art and Design equipment in the Art Area, either in the form of drawing and colouring, paint,



chalks, glitter, etc. Children also have opportunities to access a different form of creativity through the interactive whiteboard. Children are encouraged to use the Art Area, be creative as possible and to express themselves in different forms.

In Key Stage 1 and Key Stage 2 children will have Art and Design lessons within their class on a regular basis – these can be weekly lessons or taught as a block unit. Where possible, Art and Design will be taught with a thematic approach. This means that the teacher will aim to link the overarching topic for that term with the Art and Design so it is not seen as a discrete subject. Children will still follow the correct progression for their year group, but it allows teacher more flexibility of how it is timetabled.

It is encouraged that all teachers display some kind of Art and Design work to showcase the talents and efforts children have put in. It provides opportunities for other students to learn from each other and to appreciate the work of others. It allows for reflection, stimulation of creativity and understanding. These may be displayed with the theme or if it is an interpretation of an artist's work, it could be presented with their inspiration piece and a write up of the art/artist.

#### **4. Planning & Progression**

Early Years Foundation Stage:

During Reception, children are working towards achieving the Early Learning Goal. To get to this level, children should to be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role play and stories.

Key Stage 1:

Throughout Year 1 and Year 2, children 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.

By the end of Key Stage 1, children are expected to apply and understand the matters, skills and processes specified above.



## Key Stage 2:

Throughout Key Stage 2, children should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increase of awareness of different kinds of art, craft and design. They should also 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.

At the end of Key Stage 2, children are expected to know, apply and understand the matters, skills and processes specified above.

## 5. Support for SEND Pupils & Inclusion

It is essential for teachers to consider SEND pupils during Art and Design. Teachers must provide opportunities for SEND children to achieve. An example: this may be done by providing larger and thicker equipment to help children with fine motor issues. Another way to support development of SEND children is to providing children with differentiated techniques and skills within the same category which will allow children to progress, perfect techniques and built confidence. In addition to these techniques, teachers may want to encourage team work and working together to help support SEND children – although teachers need to be aware of this when assessing children's work.

A pupil who is colour blind can still appreciate art and may want to become an artist. It is important that teachers still support colour blind children with their development. Teachers can adapt their teaching style to support these children. Firstly, teacher need to ensure that children are sat in a light place, either natural light, or under artificial light – it is known that this can help colour blind children to see different shades. In addition to this, teachers can provide children with labelled colours of paints, colouring crayons etc to allow children access to learning. Another way to support these children is by allowed paired work or a buddy to help them chose their colours.

## 6. Cross Curricular Links

At Coton-in-the-Elms C of E Primary School, we teach a rich curriculum using a thematic approach. We plan for Art and Design making links to an overarching theme, where possible, linking back to the National Curriculum objectives for each year group. If these links are not possible to make with the overarching theme – teachers can teach Art and Design as discrete lessons.



## IMPACT

### 7. Assessment & Recording

At Coton-in-the-Elms C of E Primary School, we work hard to assess children's learning through the lessons, as part of our formative assessment. If any children have misconceptions, these will be dealt with in the lesson promptly. This is essential in Art and Design lessons to allow children to continuously improve their technique. This can either be done on a one-to-one basis, during group work or as a whole class. Most feedback during Art and Design will be oral feedback. Upon completion of the piece of art or learning, the teacher is to assess it. It is essential to upload assessments of children to an ongoing formal tracker after the lesson has been taught.

### 8. Monitoring

The subject leader will monitor standards and learning by communication with teachers and informally looking at the work completed by classes. The attainment will also be monitored by the subject lead using the ongoing assessment tracker. The Art and Design leader will keep and up to date Subject Leader File which will include: schemes of work, curriculum coverage, evidence of Art and Design lessons and work and school displays.

The subject lead will continue to monitor subject coverage each year as alterations can be made onto the 2-year cycle is needed to ensure coverage is adequate.

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