



Coton-in-the-Elms Primary School

Art and Design Policy

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1	March 2020	E Walton	March 2022	New Policy
2	March 2023	D Lester	March 2025	Reformatted
3	November 2024	M Panton	November 2026	New Policy to separate art from design and technology and to reflect the revised curriculum

Perseverance Enjoyment Awe and Wonder Compassion Excellence

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INTENT

1. Introduction

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

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the 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

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

2. Ethos & Aims

At Coton-in-the-Elms Primary school, we believe that art lessons will engage, inspire and challenge all children to think creatively and develop artistic understanding. By studying Art our children will gain the knowledge and skills needed to experiment, invent and create their own works of art. The children will learn to develop and express their individual interests, thoughts and ideas alongside building confidence and critical-thinking skills. They know that Art and Design is reflected in our history, and contributes to the culture and creativity around us. Within Art lessons the children will have access to a wide range of high quality materials. This will enable the children to learn how to use and experiment creatively with different media. Children will be able learn how to evaluate not only their own work but that of well-known artists in the wider world and use this knowledge to develop their own work.

Art can also promote the wellbeing and spirituality 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.

IMPLEMENTATION .

3 How is it Taught?

The Art and Design curriculum at Coton-in-the-Elms Primary school is taught through a spiral progression of skills and knowledge where children can revisit and build on previous learning. It is taught weekly by teachers in years 1-6 for three half terms in a school year. Our art curriculum enables children to think like artists: choosing, building and linking information together to better their understanding of and skills within the subject. Art and Design techniques are taught using a range of media and materials, children will learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given opportunities to explore and evaluate different creative ideas. The children will also learn about a number of focus artists and any other artists throughout their art journey that link to the theme or skill they are learning about. Each art unit will start with a lesson

about one of our focus artists. Children will explore how the artist has used different techniques and application of the media. They will be taught these skills and then design and produce a final 'masterpiece' of work in the style of the artist.

Our lessons are sequenced to ensure progression of skills and knowledge. The curriculum is planned to identify 'sticky learning' for each topic, which is shared with children at the start of the unit. These support assessments at the end of a unit of work. Staff have received training about the Science of Learn. Based on this educational research, each lesson begins with a revisit activity, drawing on prior learning from the previous lesson or previous unit of work and from previous units to help children build schemata. This is to ensure that the knowledge gained over time is revisited and embedded into their memory. Opportunities to **revisit prior learning** and to have new and repeated encounters with contexts will build a breadth and depth of knowledge and build on existing **schema**.

In Art lessons the children are given the opportunity to be reflective and evaluate their work, thinking about how they can make changes and keep improving all the time. We encourage the children to take risks, experiment and reflect on why some ideas and techniques are successful or not.

Healthy and Safety

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.

Vocabulary links

The National Curriculum for Art and Design reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their artistic vocabulary. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Children will learn a variety of artistic vocabulary as they progress through the subject. Much of this new subject-specific vocabulary is classed as Tier 3 vocabulary and will be taught explicitly as part of the unit of work, giving the mean in a context.

Working Walls

Teachers will use a working wall, where appropriate, to develop their sequence of lessons. Photos, examples of work and class resources can be kept and displayed when effective to do so.

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. Children will still follow the correct progression for their year group, but it allows teacher more flexibility of how it is timetabled.

Children's work will be recorded in their Art sketchbook with larger pieces photographed as evidence. Once a year, children will frame their final 'masterpiece' and showcase their work through a class art exhibition where parents and other school children will be invited to see their work. This will give the children a purpose for their learning and will teach others about art appreciation and critique.

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 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

At Coton-in-the-Elms Primary School, we teach art and design to all children, whatever their ability and individual needs. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see individual whole-school policies for e.g. Special Educational Needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable all children to learn more effectively. We enable all pupils to have access to the full range of activities involved in learning science.

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.

IMPACT

6. Assessment & Recording

Teachers will assess children’s work in Art and Design by planning ‘Sticky Learning’ questions which are shared with the children at the start of a unit of work. The teacher will then use these questions as a scaffold for their teaching and refer to them throughout the unit. At the end of a unit of work the children will complete an exit ticket based upon the ‘Sticky Learning’ questions. In Key Stage One the teacher may choose to record the children’s responses for them, either individually or as a whole class. The teacher will then use these responses, along with their

formative assessments to judge the attainment of the children. Formative assessment may be judged on completion of a piece of work, the teacher assesses it, and use this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Children are encouraged to make peer and self-assessment judgements about how they can improve their work. Teacher's feedback identifies how well the pupil has done and can support misconceptions or deepen their understanding through open ended questions. At the end of each term, an overall judgement will be made for children's understanding of the science concepts taught. This will be entered on to Fisher Family Trust (FFT).

Where there are gaps in knowledge, teachers adapt the lessons to address these. These adjustments are noted on the planning document and kept in class files. Where there may be gaps in coverage or pupils needed more time to complete the learning, time is afforded within the long term plan for knowledge to be revisited and skills to be practised again.

7. 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 providing a strategic lead and direction for this subject;
- gives the head teacher monitoring reports in which strengths and weaknesses in art and design are evaluated and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the
- children's work, and to observe art and design across the school. The Science Lead will meet with the governor with responsibility for Science to make them aware of developments in the subjects and levels of attainment across the school.

The quality of teaching and learning in art is monitored and evaluated by senior leaders and the art leader as part of the school's agreed cycle of monitoring.