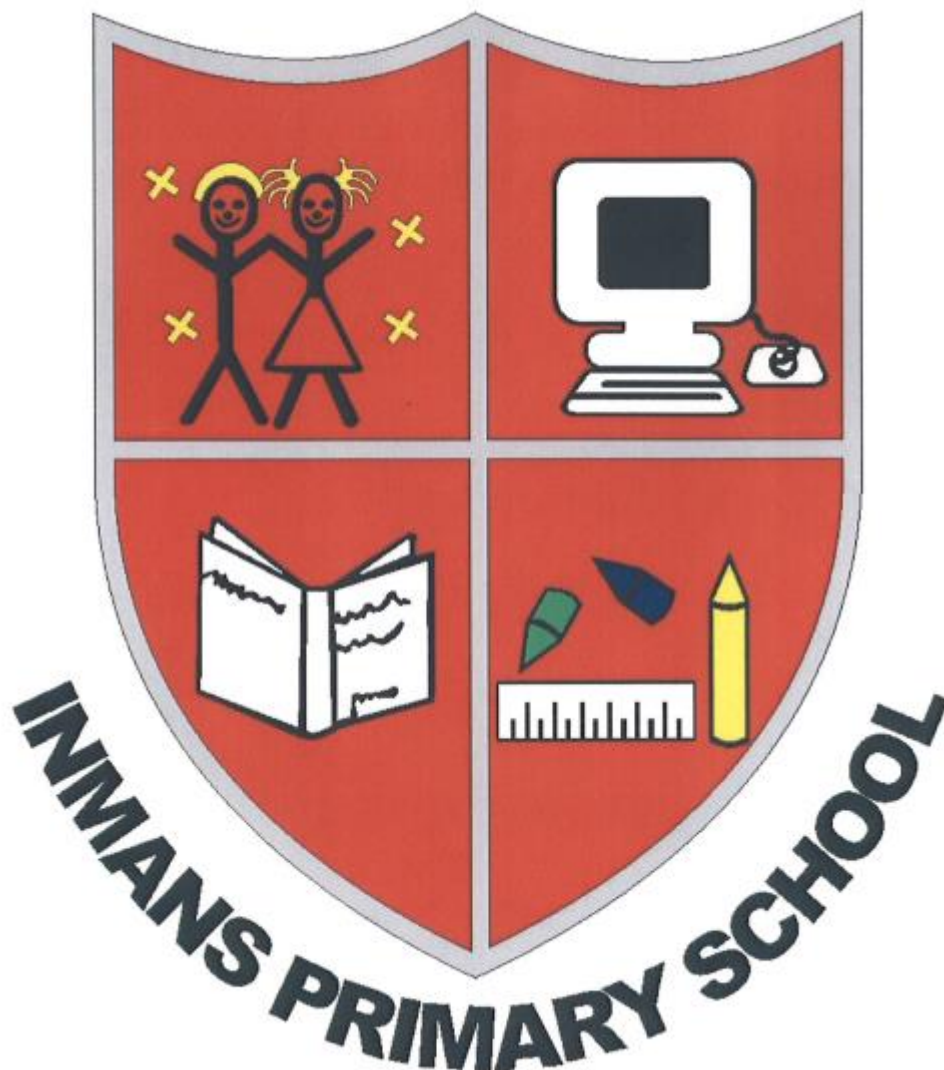


Inmans Primary School

Art & Design Policy



Policy for Art and Design

Inmans Primary School

‘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.’

DFE -The National Curriculum 2013

Introduction

The purpose of this policy is to communicate our school's vision for the art and design curriculum. At Inmans primary school we believe the development of imagination, creativity and progression within art and design is a high priority. Art and design offers opportunities to make links with other areas of the curriculum as well as having a distinctive role within the school environment. This policy reflects the ethos and practice within the school and is in line with the requirements of the National Curriculum.

Aims

As a school we aim to ensure that all children:

- Have the opportunity to engage in a broad and balanced art curriculum that builds and progresses on the knowledge and skills covered in previous years.
- Are exposed to a wide range of art activities that stimulate children's creativity and imagination.
- Explore artists, designers and craftspeople from different times and cultures and can make links to their own work.
- Know how to record their ideas and creations through drawing, painting, sculpture and other forms of media and then evaluating and analysing what they have produced.
- Have a rich vocabulary based around the art and design curriculum that enables children to discuss thoughts about art they or others have created.

Objectives

To achieve our aims we will endeavour to:

- Develop the range of activities within the art and design curriculum, including using a variety of media, materials, size and scale of projects.
- Ensure that art is assessed in line with the National Curriculum and that staff are confident that the assessment protocols match this.
- Monitor progress using the knowledge and skills within each year group, ensuring the correct level of progression and coverage throughout.
- Ensure resources are high quality and accessible to all, including pupils with SEND.
- Offer CPD to staff and work with organisations to build on the curriculum.

In their own work children should be able to:

- Develop skills in using a variety of media and materials confidently and creatively with imagination.

- To record their ideas from observations, imagination and comment on their work showing understanding of the process they have gone through.
- Know the different approaches taken by artists, crafts people and designers in their work during different times in history and cultures.
- To learn how to reflect on and adapt their work to make improvements.
- To take pride in their work to ensure each piece created is to the best of their ability.

Teaching and Learning

During art lessons teachers will lead activities, set tasks, impart knowledge and monitor and develop progress across the year. All pupils will be given the opportunity to spark their imagination and explore their creativity. Art can be taught as a discrete lesson when focusing on specific skills such as studying artists and designers. Children will also have time to explore art within the wider curriculum across topics they are studying in their year groups. Teachers and leaders, where possible, may link art lessons with topics that are covered. This will create interest, focus learning and ensure a full and in depth study of that topic across the curriculum.

During the year there will also be whole school art projects designed with children contributing to something created by the wider school community within a theme or topic. This involves a whole school subject which has, in the past, linked to themes related to culture and history. Children have created individual pieces, worked in pairs and worked in larger groups to create these whole school art projects which are then displayed around the school for children to see.

Resources and lessons will be carefully thought out so that all children can access these lessons, including children with SEND who may require specific resources to ensure equal opportunities are met. Where deemed necessary by the teacher planning lessons, health and safety issues should be addressed in line with the school policies. Finally, within these fully inclusive art lessons, children should have the opportunities to work as a whole class, small groups and on their own to build confidence and develop personal and social skills.

Art work created by the children is displayed around the school. At Inmans, we pride ourselves on celebrating the successes of the children and each classroom is required to display at least one piece of art work per child. Art work is also displayed through the corridors and in other areas such as the main hall and the bistro area. This allows children to see the work they have created and feel proud of the work they have produced. Other work created is put in to their art books as a record of the work created throughout the year.

EYFS

In EYFS, children are encouraged to explore colour, texture, materials and different forms of media. The children will have exposure to many different forms of art and design activities and discover how to use tools and materials effectively. Children will be encouraged to be creative in their artistic abilities and also use their ever growing imagination.

Key stage 1

During KS1, children will expand on the knowledge they have previously covered in EYFS. They will develop their understanding of materials and the techniques used to create different pieces of art. They will use their own experiences and imagination to produce their work. Children will start to understand how to use their emotions to express their ideas through the use of colour, shape, pattern and textures. They will also start to explore the work of artists, designers and craft makers and use these to inspire their own work.

Key stage 2

During KS2, children will build on all the previous learning from previous years. They will increase their knowledge of art and design and improve and expand the skills covered. Children will be given the opportunity to edit and improve their work building on the mastery approach to art lessons. Children will also have the opportunity to further study great artists, designers and architects from different points in history and from different cultures making links to topics covered in other areas of the curriculum.

Planning and assessment

Long term planning

The long term planning is based around the National Curriculum objectives. The full coverage is split across the year ensuring progression throughout. Each year group will study: portraits, landscapes, colour, pattern, texture, line, form and space, sculpture and famous artists.

Medium term planning

The long term plan then feeds in to the medium term planning. The medium term plan is made up of skills and knowledge for each objective within the long term plan. This is more detailed and again shows progression through the year groups.

Short term planning- Pacing sheets and lesson plans

The medium term planning then shows the coverage needed and what the series of lessons should look like. This is created within the pacing sheet for the topic to

ensure that each objective from the National Curriculum is covered. The pacing sheet then filters in to each lesson and the lesson plan can be created with more details of what is taught and strategies and activities to this effectively.

Inclusion

All lessons and activities taught within the art curriculum are planned to ensure inclusion for all. Lessons are planned to ensure that all children within each class are making good progress. A range of approaches are used to ensure that all children can access the lesson and that there is challenge for the gifted and talented artists. Questioning, a range of materials and equipment, mixed ability grouping and challenges within the lesson ensure that progress can be made for all children. Staff are well equipped to use challenges within art and design and planning in the way we do at Inmans encourages much thought about what these challenges should be. Children with SEND are also well catered for with thought in to equipment, accessibility to the lesson and adaptation where needed to ensure participation for all.

Monitoring and evaluation

The art subject leader and the senior management team are responsible for monitoring the art & design work within the school. Observing practise, monitoring work and ensuring the teaching and learning is of a high standard across the school.

Class teachers are responsible for assessment in art and design. This is done in line with the school policy for assessment. Flic is used to assess art with each year group assessing against objectives linked to the National Curriculum. Teacher assessment informs future planning and lesson content.

The role of the art subject leader

The role of the art subject lead is to develop art and design across the school. The art lead is also on hand to offer support and advice to other staff members when needed. Within the school, it is the responsibility of the art lead to ensure they are aware of the long term, medium term and short term plans and that these are adapted and reviewed where necessary. Monitoring teaching and learning, ensuring progression throughout the year groups and full coverage of the art curriculum is also a responsibility of the art lead. Finally, planning and delivering whole school art projects offering help with ideas and resources to encourage creativity through collaboration is also a very important role for the art lead.

Health and safety

It is the responsibility of the class teacher, support staff and subject leader for health and safety within art and design activities. Staff are responsible for the supervision of activities such as cutting, printing, mixing media and any task deemed hazardous.

Any faults to equipment should be reported to senior leaders, art subject leader or the resources manager.

Resources

Resources for art and design are monitored by all staff within the school. Ordering of new resources is mainly done by the resources manager. The art subject lead will be responsible for liaising with staff and the resources manager for any specific resources needed. Art trolleys are designated for art resources that may be needed for weekly art lessons. This should be monitored by staff to ensure they are fully stocked. The main stock cupboard should be used for re-fills and includes more specific resources.

Reviewed November 2024

To be reviewed 2026