

Avondale Primary School

Art and Design Policy

Introduction

Our curriculum has been organised and established in consultation with the subject leader and staff. It is continually developed through evaluation with and feedback from teaching and support staff.

Art and Design is a subject within the National Curriculum 2014. This policy outlines the guiding principles by which Avondale Primary School will implement Art and Design in relation to the teaching and learning of the National Curriculum 2014. It sets out a framework within which all staff can co-operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website.

It is the role of the Headteacher and Art and Design Subject Leader to ensure that the policy is successfully implemented.

Intent

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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. (From the Art and Design National Curriculum 2014 document).

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. We value art and design as an important part of the children's entitlement to a broad and balanced curriculum. We recognise the vital role of art and design in allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills.

At Avondale Primary School the teaching of art and design should help children to develop an interest in and appreciation of the creative world.

- To promote a stimulating environment in creativity, originality and expressiveness.
- To enable pupils to acquire a wide range of skills and concepts through a balanced curriculum and apply these appropriately in a variety of art media.
- To provide teaching and learning for the development of co-operation, communication, confidence and creativity.
- To develop an appreciation of art within children's own work and their environment and within the work of artists, craft workers and designers from a variety of genres, cultures and historical periods.
- To use skills and imagination, tools and materials safely to communicate confidently.
- To provide every child with the breadth, depth and progression of experiences which allows them to effectively explore ideas, investigate, make, evaluate and develop their own work.
- To display work in the classrooms and communal areas for the enjoyment and appreciation of all.

We believe that all children in our school are entitled to a broad and balanced art curriculum, regardless of ethnic origin, gender, class, attitude or disability.

The national curriculum for art and design 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 form

Implementation

Our art work is personalised curriculum to Avondale Primary School based on the National Curriculum Programmes of Study for Art and Design. During the implementation stage of the Art and Design curriculum the focus is on delivering a broad, balanced, and progressive programme that develops pupils' creative and technical skills through a variety of artistic media and processes. The Art and design curriculum develops pupil's knowledge and understanding of artists. Teachers plan and deliver lessons that align with the National Curriculum's aims, ensuring that pupils produce creative work, explore ideas, and become proficient in drawing, painting, sculpture, and other art, craft, and design techniques. Emphasis is placed on the sequential development of skills and knowledge, supported by clear enquiry questions and outcomes. Our curriculum is based on our drivers to engage cross-curricular links. Through the curriculum, each unit includes focussing on the formal elements of art.

Foundation Stage children investigate Expressive Art and Design through a topic based approach. Some skills are taught directly, but children are also provided with daily opportunities to access creative arts through play and exploration of a range of materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Children learn to express their ideas and feelings through different media.

In Key Stages 1 and 2, all classes have a scheduled Art and Design lesson each week (or blocked) every other half term (alternated with Design Technology). Lessons are always practical in nature and encourage experimental and exploratory learning, with both Key Stages using sketchbooks to document their ideas. Each year group has a painting, drawing and 3D art unit.

Teachers are provided with a long term plan which correlates with the National Curriculum coverage for each year group. A medium-term plan has also been created for each year group which informs staff of the learning objectives, enquiry questions, key skills and knowledge and assessment focus. Teachers will edit and evaluate plans so teachers are able to reflect on the effectiveness of the lessons and assess the children's learning.

All children will have an art and design sketchbook that they will work in. Work may be recorded in a variety of ways including drawings, paintings, sketches, photographs and notes. Art work should be displayed on a topic display and should be used to support the children's learning. This will also provide them with relevant art vocabulary and display varying pieces of work.

Health & Safety

All out of school activities will comply with the guidelines in the school Health and Safety policy. A risk assessment form will be completed by staff prior to any trips. This will identify any risks and procedures will be put into place to minimise these. Staff should carry out a risk assessment before using any equipment the teacher finds hazardous. All children must be taught to use equipment carefully and safely. Equipment must be checked by teachers and any found to be defective must be withdrawn and the art co-ordinator notified.

The contribution of art and design to teaching in other curriculum areas

- **English** - Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.
- **Mathematics** - Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

- PSHCE - Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.
- SMSC - The teaching of art and design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.
- ICT - Information and Communication Technology enhances our teaching of art and design, wherever appropriate, in all key stages. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

SEND

All pupils, including those with SEND, are entitled to participate in art and design activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of:-

- extended time to develop knowledge and understanding
- differentiated activities/resources – larger brushes, paper, pencils
- visual prompts and examples
- pre-teaching vocabulary
- teacher/TA support/collaborative art
- adapted recording systems, videos on loop
- adaptive teaching and differentiated by expected outcome
- further aids or adapted equipment to allow access to practical activities
- self-led art activities in continuous provision

Equal Opportunities.

It is the responsibility of all teaching staff to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Art and Design Curriculum.

Resources

We have a wide range of resources to support the teaching of art and design across the school. An extensive collection of surplus resources are located in a designated art stock room. Resources are also stored in the cupboards outside of the library and in the junior photocopier room. Essential resources (paintbrushes, water pots, selection of paints, aprons) are stored in the classroom or shared between joint classrooms. It is imperative that all resources are returned to their correct place, by an adult, in the condition they were found.

Children will be encouraged to develop the habit of using 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 and refer back to key vocabulary
- Knowledge Organisers – to refer back to key knowledge and vocabulary
- 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

Sketchbooks will move through the school as the children progress from one year to another, and across key stages. The sketchbooks will contain no mounted end-pieces.

Impact

The impact of our curriculum can be constantly monitored through both formative and summative assessment opportunities. The impact of the Art and Design curriculum is evident in the progression of pupils' creative confidence and critical understanding of art. Through consistent exposure to a wide range of materials, techniques and a range of artists pupils develop a personal visual language and the ability to express themselves creatively and thoughtfully. They learn to evaluate and reflect on their own work and that of others, using subject-specific vocabulary with increasing accuracy. The curriculum fosters a lifelong appreciation of the visual arts and supports pupils' overall personal development, including resilience, independence, and collaboration. Regular assessment and pupil voice contribute to measuring the impact, ensuring that the curriculum is inclusive, engaging, and effective in meeting the needs of all learners.

Assessment

At the end of the year, attainment is reported to parents for Art and Design. Each teacher passes this information on to the next teacher at the end of each year. Marking and feedback is completed in line with the school's marking policy.

Assessment in Art and Design is designed to be purposeful, manageable and closely linked to the curriculum. Our approach focuses on assessing the key knowledge, skills and vocabulary that pupils are explicitly taught within each unit of work. Assessment should support learning, inform teaching and celebrate creativity. Teachers use ongoing formative assessment throughout lessons to evaluate pupils' understanding, application of artistic skills and creative development. This may include:

- questioning and discussion
- observation of practical skills
- pupil self-reflection and evaluation
- sketchbook work
- verbal feedback and whole-class feedback
- retrieval activities linked to previous learning

Each lesson begins with opportunities to revisit prior learning and key vocabulary to help embed knowledge and strengthen long-term retention. Teachers adapt lessons responsively to address misconceptions, provide additional modelling or consolidate skills where necessary.

Assessment is directly linked to the unit enquiry question and identified key learning. By the end of a unit, pupils should be able to demonstrate what they know, understand and can do through their artwork, sketchbooks, discussions and evaluations. Teachers may also use hinge questions, quizzes, exit tickets or reflective activities where appropriate to check understanding of key artistic knowledge and vocabulary. Key learning for each Art and Design unit is recorded in Insight, where teachers make a judgement on each pupil's understanding and progress at the end of the unit. This allows teachers and subject leaders to track learning, identify gaps and inform future planning.

Final pieces of artwork provide valuable assessment evidence and should demonstrate the application of taught skills and knowledge. Examples of work are collected by the subject lead, which is put together in a file/portfolio for teachers to use to support assessment. At the end of the year, attainment is reported to parents for Art and Design. Each teacher passes this information on to the next teacher at the end of each year.

Monitoring

Subject leader monitors provision in Art and Design through:

- observations and learning walks
- sketchbook scrutiny
- teacher/subject leader discussions
- pupil voice activities

Monitoring activities and an analysis of attainment and progress are used to formulate the subject leader action plan (which is updated yearly) and an annual subject report for SLT and Governors.

The Role of the Subject Leader

The subject leader for art and design is Kathryn Lysons.

It is the role of the subject leader to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in art and design throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work.
- Monitor progress and attainment in art and design.
- Take responsibility for the purchase and organisation of central resources for art and design.
- Keep up-to-date with developments in art and design education and disseminate relevant information to staff.
- Produce an Action Plan at the start of each academic year.
- Produce a report to Governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

Governors

The link governor for Art & Design is Natalie Banks. She has the responsibility of reviewing the subject action plan for the previous twelve months, agreeing the new subject development plan, ensuring that it is consistent with the whole school development plan as well as looks at specific subject development. As part of this report data will be shared with the subject governor to review the academic attainment of Art & Design across school. A subject report will be provided to the identified governor in the Autumn term and the subject governor is required to provide challenge and ask questions regarding the subject report. Each year subject leads present to the governing body regarding strengths and areas for development within the identified subject area. This is so committees have a greater understanding about different subject areas and regarding the role of subject leadership.

Background Documentation

- This policy was informed by reference to National Curriculum documentation 2014.

Review

- This policy will be reviewed by the Headteacher and all the staff every two years and amendments are presented to the Governing Body.

Date of last review: May 2026

Date of next review: April 2027