



Our vision is to “Live generously and graciously towards others, the way God lives towards us” (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

## **Art and Design Policy**

### **1. Intent**

At Hipswell C of E Primary school we value Art as a subject, to inspire and develop our children's creative thinking. Our curriculum develops the skills pupils need in order to become proficient in drawing, painting, sculpture and other art and design techniques. We teach our children to be reflective about their work, using the language of art and design, and remain respectful of others work at all times. Through our curriculum, pupils will find out about great artists and gain an understanding of the historical and cultural development of their art forms.

### **2. Aims**

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 forms.

### **3.1 Implementation: Curriculum Planning: Overview**

- The art and design curriculum at Hipswell is organised to develop pupils' skills and knowledge. Skills and knowledge are taught through creatively planned topics where objectives, wherever possible, are linked to other curriculum areas. Art and design is also taught as a discrete subject.

- In order to ensure progression and continuity throughout the school, art and design topics are planned across a yearly cycle for each year group allowing for the progression of key skills. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each aspect of art and design. Curriculum planning ensures that pupils revisit subject skills and knowledge in order to consolidate and further develop and apply previous learning.
- Teachers follow the long term art and design plan to create their medium term and lesson plans.

### **3.2 Implementation: Curriculum Planning: The Foundation Stage:**

- Art and design in the Foundation Stage is taught through the Expressive Arts and Design area of learning. The children are supported in developing the knowledge, skills and understanding of art and design. Children's artistic creativity is encouraged by supporting their curiosity, exploration and play. Through art and design, pupils are given the opportunity to explore and share their thoughts, ideas and feelings.

### **3.3 Implementation: Curriculum Planning: Key Stage 1**

- In Key Stage 1, pupils are taught to use a range of materials creatively to design and make products, developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

### **3.4 Implementation: Curriculum Planning: Key Stage 2**

- In Key Stage 2, pupils improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials and learn about great artists, architects and designers in history.

### **3.5 Implementation: Teaching and Learning**

- Teachers plan and deliver high quality art and design lessons which follow the agreed long term plan. Teachers ensure that lessons are well organised with appropriate resources and materials. Teachers ensure that the objectives of lessons and the criteria for success are clear to all pupils.
- The teaching of art and design reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work.
- Art and design work in the reception class is recorded in the learning diaries. Pupils' work and photographs are annotated by the teaching staff.
- Art and design work in KS1 and KS2 is recorded in the pupils' topic and art and sketch books. Pupils know that they are completing an art and design activity. Pupils understand what art and design is and know that they are developing their skills in this area of the curriculum.

### **3.6 Implementation: Special Educational Needs and Equal Opportunities**

- At Hipswell CE Primary School, we are committed to providing all children with an equal entitlement to activities and opportunities linked to art and design regardless of their additional needs, race, gender, culture or class.

### **3.7 Implementation: The Learning Environment**

- We provide a rich environment in which we encourage and value creativity.
- The activities that children take part in are imaginative, creative and enjoyable.
- Art and design work is displayed on the whole school display board in the school hall and within classrooms. **We also celebrate and value children's art and design work through sharing on Facebook and individual Seesaw profiles.**
- The school's art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

### **3.8 Implementation: Making Connections**

- Coordinated whole school project work ensures that art is given high status in the curriculum.
- All pupils take part in themed arts projects such as creating and making Christmas tree decorations for the Richmond Christmas tree festival.
- The whole school have taken part in an art exhibition in which the children's high quality art work was displayed in our temporary school art gallery.

### **4.1 Impact: Marking and Feedback**

- We assess the children's skills in art and design while observing them while working during lessons. Art is assessed in accordance with the school's Marking and Feedback policy. The next steps for learning are identified for the individual child and/or the whole class.

### **4.2 Impact: Assessment**

- Teachers use discussion and questioning to assess pupils' learning within art lessons.
- Children are given opportunities to evaluate their own and the work of their peers against the skills criteria.
- Teachers use the assessment statements in the art and design long term plan to complete teacher assessments of each pupil at the end of each topic.
- The information will be used to inform planning and intervention work.

- A pupil's assessment level in art and design is recorded on their end of year report.

#### 4.3 Impact: Monitoring

- Assessment information will be analysed by the subject leader. The data will be used to celebrate success and identify interventions and school improvement planning.
- It is the responsibility of the subject leader: to implement this policy; to plan and lead whole school improvement for this curriculum area; to monitor standards through classroom observations, work scrutinies, learning walks, pupil conferencing and data analysis; and to offer advice and support to staff.

The teacher responsible for leading art and design	Mrs Price
The Governor with responsibility for art and design	
Agreed Date	June 2020
Review Date	May 2022