



Springcroft Primary School

Art and Design Policy

Date Adopted: Jan 2025
Author/owner: Springcroft Primary School
Anticipated Review: Sept 2026

Approved	Signature	Date

Our Mission Statement:
The place to learn, the place to succeed, the place to make friends, the place to grow.

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Aims and Objectives

At Springcroft Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Art, craft and design embodies some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge pupils. This will equip them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Art and design can stimulate creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Our objectives in teaching art and design are:

- To 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 through school, they should begin 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.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers, architects and designers, and understand the historical and cultural development of their art forms.

Teaching and Learning Style

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, before evaluating and developing work. We do this best through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them we give children the opportunity to work, by themselves, in collaboration with others, on projects in two and three dimensions, and at different scales.

We recognise the fact that we have children of differing abilities in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open ended and that can have a variety of responses
- Setting tasks of increasing difficulty, where not all children complete all tasks
- Having more adults support the work of individual children or small groups

Art and Design Curriculum Planning

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Teachers collaborate with the Curriculum lead, who monitors ART throughout the school in every year group. Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study. Our ART and design curriculum allows us to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the art and design scheme with other curriculum subjects, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. This scheme-assisted body of work allows the teachers to plan their Art and Design lessons suitable to each class's interests and what they want/need to learn. The progression framework runs from Reception to Year 6 and includes knowledge and skills that children need to know and be able to do in order to make progress through the curriculum.

When teaching Art and Design, teachers may follow the children's interests to ensure their learning is engaging, broad and balanced with a keen focus on pupil wellbeing. A variety of teaching approaches are used based on the teacher's judgement. Art and Design provides excellent opportunities to enhance the learning of pupils through investigations, analysing sources and research. The children also learn about famous artists, designers and architects from around the world. Sketch books are introduced as early as EYFS, this ensures children have the required skills and knowledge to access the KS1 curriculum, building up a portfolio of individual progression in Art and Design.

Educational visits provide an ideal opportunity for the teachers to plan for additional Art and Design learning outside the classroom. Our children may also explore museums or art galleries and study the history of local buildings and structures in our area. Local craftsmen/women and artists are invited to provide first-hand experiences for pupils through workshops.

Contribution of Art and Design to Teaching in other Curriculum Areas

The Art Curriculum is planned in such a way that art and design projects are sometimes placed alongside other subject projects where there are opportunities for making meaningful connections. Most projects are however stand-alone Art projects focusing on artistic knowledge, progression of skills and critical thinking.

English

Art and design contribute to the teaching of English in our school by encouraging the 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. They write and are encouraged to make notes about artists and art of other cultures.

Mathematics

Art and design contribute to children's mathematical understanding by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions.

PHSE

Art and design contribute to the teaching of some of the elements of PHSE by allowing the children to discuss how they feel about their own work, and the method and approaches of others.

SMSC

The teaching of art and design offers opportunities to support the social development of our children through the way in which we expect them to work together during lessons. Groupings allow our children the chance to discuss their ideas and feelings about their own work and the work of others, as well as developing respect for the abilities of others. They are also encouraged to collaborate and cooperate on 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, architects, designers and craftspeople. They produce work linked with Christian celebrations of Easter, Christmas and Mothering Sunday as well as Chinese New Year, Diwali and work based around historical and cultural happenings.

ICT

ICT enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using cameras and digital devices. They record their observations. 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. Digital art projects within the curriculum allow the children to use desktop computers/iPad as well as apps and iPad software.

Inclusion

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy, to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and those who have English as an additional language.

When the progress of a child falls significantly outside the expected range, we assess the needs of the pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.

Intervention may take the form of an individual provision map and may include targets specifically related to art and design. The teacher will pay attention to these and other learning targets when planning lessons.

We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (e.g. a visit to an art gallery) We use EVOLVE in the operational management of all opportunities for learning

outside the classroom and complete risk assessments beforehand, to ensure the activity is safe and appropriate for all pupils.

Assessment for Learning

We assess the children's work in art and design while observing them working during lessons. Teachers record the progress made by children against the objectives for their planned lessons. The teacher makes an annual assessment of progress for each child as part of the child's annual report to parents. We pass information on to the next teacher at the end of every year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance. And what their targets should be for the future.

Resources

We have a wide range of resources to support the teaching of art and design across the school. All classrooms have a range of basic resources, more specialised equipment can be found in the art storeroom.

Monitoring and Review

The coordination and planning of the art and design curriculum are the responsibility of the subject leader who regularly attends CPD/ training and network meetings, allowing them to keep informed about current developments in art and design, and by providing a strategic led and direction for this subject. Staff training (CPD) is available for individual teachers should they need further/ongoing support. Subject Monitoring takes place termly when lesson observations and feedback take place, along with pupil voice and sketchbook monitoring.