



# Art and Design Policy

Updated: November 2024

To be reviewed: November 2026

Author: Sarah Wakefield / Megan Hardwick

<b>EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR ART AND DESIGN POLICY</b>		
Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:		
Key related Farndon Policies:	Design and Technology Policy Teaching, Learning and Assessment Policy	
<b>Equality Impact Assessment:</b> Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
<b>Reviewed by</b>	Teaching and Learning Governing Body	
<b>Next Review date:</b>	November 2026	
<b>Reviewed by:</b>	Megan Hardwick (Art and Design Leader)	

## Art and Design Intent Statement

The school believes that art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to unlock their potential.

## Implementation

The knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, collage and sculpture. Each of these 6 processes are taught across the two year rolling programme within each Milestone.

Coordinated whole-school project work by the "Creative Team" ensures that art is given high status in the curriculum. This includes the school's participation in the annual 'Heber Arts Festival' which enables further focus on children's artistic skills and knowledge in collaboration with other local schools, culminating in a gallery style presentation.

The school's high-quality 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. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

### **Substantive Knowledge:**

Substantive knowledge in art is based on the knowledge of the 7 elements of art: line; shape; colour; form; value; texture; and space.

The children will work through a range of disciplines: drawing, painting, printing, textile, collage, and sculpture in order to explore the 7 elements. The substantive knowledge within these elements is progressive from Reception to year 6 and builds essential knowledge and vocabulary. Substantive knowledge is also the knowledge of known artists/designers, their style and period of art.

## **Disciplinary Knowledge:**

In art and design, this is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists' work; evaluating style and technique and having the ability to appraise a piece of work. This is evidenced within each pupils' sketchbook.

## **Impact**

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year Milestones. This also supports children in achieving age related expectations. Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment. The Art curriculum at Farndon Primary contributes to children's personal development in creativity, independence, judgement and self-reflection. Children will achieve age related expectations in Art at the end of their cohort year.

## **Teaching and Learning**

Children will experience an exciting and varied art curriculum which develops their knowledge and skills. This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within the immediate and wider local area.

All children, across the school, will have the opportunity to develop:

- ideas and creativity
- skills and mastery of processes
- knowledge of art (including specific artists and their techniques) and cultures.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrates the process of learning, practicing and developing skills in art lessons. Identified links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

## Early Years

The EYFS staff team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. The key knowledge and skills which has been identified for reception has been mapped to provide a foundation for those mapped in KS1. Nursery and Reception classes will be included in whole school projects, workshops, events and competitions, where appropriate.

## Key Stage 1 and 2

Art will be taught in periods of blocked time allowing for the acquisition of related knowledge and the development of skills and understanding in depth. Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject. The key knowledge and skills for each unit of work, in each year group, are identified on the whole school knowledge and skills curriculum map in art.

## Spiritual, moral, social and cultural development

### **Spiritual development:**

Our Art and design course is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Pupils will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.

### **Moral development:**

Throughout the course pupils are encouraged to look at work that will often pose a moral question. The pupils' outcomes are supported with a rationale or a meaning that will often convey a message.

### **Social development:**

Pupils' work is celebrated throughout the school and is to be displayed in many areas. Pupils work independently and collaboratively to develop public and community artworks that express relationships between the pupils and local community.

Pupils discuss and research a range of artists and art work, encouraging and developing communication skills.

### **Cultural development:**

Throughout the units of work explored our pupils will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.

## Organisation

The school will plan a range of activities in art, which provides opportunities for children to:

- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- Respond to and evaluate art and craft including their own and others' work
- Understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work.

## **Art and Design curriculum planning**

At Farndon Primary School Art and Design is taught through a topic approach alongside Literacy and other Foundation subjects. This means that links are exploited, giving whatever product is designed and made a purpose. However, it is worth noting that the subject is taught discretely and the pupils are aware that they are participating in an Art and Design lesson. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners.

Our long-term and medium-term plans map out the themes covered each term for each Milestone. Across each Milestone, pupils will cover the following areas:

- Drawing
- Painting
- Textiles
- Collage
- 3D sculpture
- Printing

The units build upon prior learning and offer children the opportunity to develop and practise skills as they move up the school. Our curriculum also takes account of the school's context, identifying places of interest and relevance in the immediate and wider locality and the use of members of the local and wider community with specialist skills. Curriculum mapping states how relevant cross curricular will be utilised in each unit of work. Children will have access to quality resources for each art unit and be taught to use materials with safety and respect.

## **Progress and Achievement**

Children are monitored on a regular basis to check progress throughout a teaching unit. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught. We also use fluent in five questioning that relates to the key vocab and sticky facts. Through these, both children and adults are able to recognise the progress being made.

## **Assessment and Recording**

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit. The identified key knowledge in art will also be checked, reviewed and consolidated at the end of each unit of work, with a record of this process in the children's topic books and sketch books. Teachers will make summative judgements on each of the key process when taught on the summative foundation subject tracker grid.

Teachers will check and refer to previous related knowledge at the beginning of each new art topic. Displays within the classroom and hall areas will reflect this process, as well as final artwork. A range of work across key stages will be celebrated and exhibited work will include contributions from children of all abilities. Sketchbook development will have a high priority in KS2 and be used to record: ideas, research about artists, skills development and reflections.

## **Monitoring**

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny of sketch books, lesson observations and pupil voice.

## **Equality**

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

## **Inclusion**

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

## **Roles and Responsibilities**

The subject is led by Jenny Hartwell Jones. Each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

## **Health and Safety**

Art and Design has its own risk assessment for the subject and is updated each year before the Health and Safety audit in May. It is included as an embedded document below in this policy.

## Resources

We have a wide range of resources that help teachers deliver the Art curriculum. Staff are encouraged to order specific resources they may need for their projects at the start of the term. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

## Role of Art and Design Leader:

The art and design lead will monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum. They will monitor and evaluate the effectiveness of art teaching and learning, and liaise and consult with external agencies where appropriate. The subject leader will also support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of art.

A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum

## Role of the Head Teacher:

- To lead, manage and monitor the implementation of the scheme of learning.
- With the Art and Design leader, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that the Art and Design remains a high-profile subject in the school's development work.

Last Updated: November 2024





Review date: November 2026

Signed: 



## Appendix 1: Intent Curriculum Overview

<b>Milestone 1 Art and Design</b>		
<b>Superheroes</b>	<b>It Began in Africa</b>	<b>Ahoy there</b>
<b>Printing</b> Create city scape for superhero to fly over.	<b>Textiles</b> Kente cloth weaving	<b>Collage</b> Andy Goldsworthy natural materials collage
<b>Pole to Pole</b>	<b>Fire Fire</b>	<b>Once Upon a Time...</b>
<b>Painting and Drawing</b> Nerys Levy Polar landscapes	<b>Printing and Drawing</b> Ann Hughes printing London on fire landscapes	<b>Painting, Drawing and Collage</b> Hundertwasser landscapes linked to fairy tales.
<b>Milestone 2 Art and Design</b>		
<b>All Started in a Cave</b>	<b>Great Adventures</b>	<b>They Came, They Saw they conquered!</b>
<b>Drawing</b> Fossils	<b>Collage</b> Van Gogh – Antarctic and Mountain art through collage	<b>3D Sculpture</b> Clay modelling Roman pots (or Volcano art Stephanie Peters)
<b>Dungeons and Dragons</b>	<b>Street Through Time</b>	<b>It's All Greek to Me</b>
<b>Printing</b> Paul Klee – Castle in the Sun	<b>3D Form</b> Making Anglo Saxon jewellery	<b>Drawing</b> Greek columns and scenes from vases
<b>Milestone 3 Art and Design</b>		
<b>Endangered</b>	<b>Child of Our Time</b>	<b>The Ship of Dreams</b>
<b>3D Sculpture</b> Michelle Reader animal sculptures	<b>Printing</b> William Morris printing	<b>Painting and Drawing</b> Artists inspired by water
<b>Walk Like an Egyptian</b>	<b>Out of this World</b>	<b>Traders and Raiders</b>
<b>Drawing and Painting</b> Ancient Egyptian tomb painting scenes	<b>3D Sculpture and Drawing</b> Draw to design and then make sculpture with clay an Alien's eye.	<b>Collage, Printing and Drawing</b> Viking art work

<b>Milestone 1 Knowledge Mat</b>	 Art Milestone 1
<b>Milestone 2 Knowledge Mat</b>	 Art Curriculum Milestone 2
<b>Milestone 3 Knowledge Mat</b>	 Art Milestone 3
<b>Risk Assessment for the subject</b>	 Risk Assessment - Art.doc



## Art Teaching and Learning Pedagogy



## The Four Cornerstones of Learning

# FARNDON'S CORNERSTONES TO LEARNING

## Setting the right culture: Habits and Routines

<i>Environment</i>		<i>Adults</i>	<i>Behaviour and Attitude</i>
<ul style="list-style-type: none"> <li>Working walls reflect current learning in Maths and Literacy</li> <li>Celebrate Mistakes visually.</li> <li>Sticky Facts being learnt that term.</li> <li>Share with the pupils what a good one looks like (WAGOLL).</li> <li>Celebrate pupils' work from different areas of the curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>Welcome at the class door.</li> <li>Always be the adult and combine assertiveness with warmth.</li> <li>Model calm, controlled and caring behaviour.</li> <li>Be consistent with consequences, maintaining certainty over severity.</li> <li>At the point marking with verbal feedback (record VF).</li> <li>Feed forward using whole class feedback book.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce 3 step processes: re-direct, challenge and correct.</li> <li>Constantly positively reinforce good behaviour and attitudes.</li> <li>Respond consistently to reward, set expectation and sanction.</li> <li>Promote good learning attitudes: <b>work hard; push themselves; don't give up; concentrate.</b></li> </ul>
<b>Think</b> <i>Fluency / Recall</i>	<b>1</b>	Begin each theme <b>retrieving</b> from memory what they already know. At the start of each session, revisit previous knowledge and concepts taught through a quick oral quiz.	
	<b>2</b>	Start each session with a shared <b>purpose</b> . What new knowledge will they learn? Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload.	
<b>Learn</b> <i>Understanding</i>	<b>3</b>	Teacher models. Use principle <b>I do... We do... You do....</b> Show the skills and a <b>WAGOLL</b> . Use worked examples. Teacher models "how to think" like an Artist by thinking aloud their own thought processes ( <b>meta-cognitive modelling</b> ) and have <b>their own</b> sketch book. Show how to plan, monitor and review thinking. This will help pupils to imagine and aspire to high standards in their own learning.	
	<b>4</b>	Check for pupil understanding. Use techniques to involve all pupils such as <b>cold calling</b> and <b>think; pair; share</b> . Ask deeper questions using Q matrix and Bloom's matrix for enquiry type questioning. Encourage better responses – <b>"Say it again but better."</b>	
	<b>5</b>	Provide <b>scaffolds</b> to either support pupils in their learning so that it is accessible, or to help them to effectively plan and organise it, when responding to art work. <b>Feedback</b> should be understood, accepted and actionable. Verbal feedback should highlight success and specific areas to improve. Whole class feedback used to feed forward in the next lesson.	
<b>Explore</b> <i>Quality of Performance</i>	<b>6</b>	Before independence, use <b>guided practice</b> and check pupils have a certain level of confidence. Embed knowledge through <b>independent practice</b> . Once new knowledge is embedded, look to <b>apply</b> in their own work.	

<b>Evaluate</b> <i>Recall</i>	<b>7</b>	Pupils encouraged to <b>review</b> their work. End each session with a review of the knowledge learnt that session using quizzing, elaborate interrogation or peer to peer assessment. At the end of each theme evaluate their own and others' outcomes.
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