



# Snaith Primary School

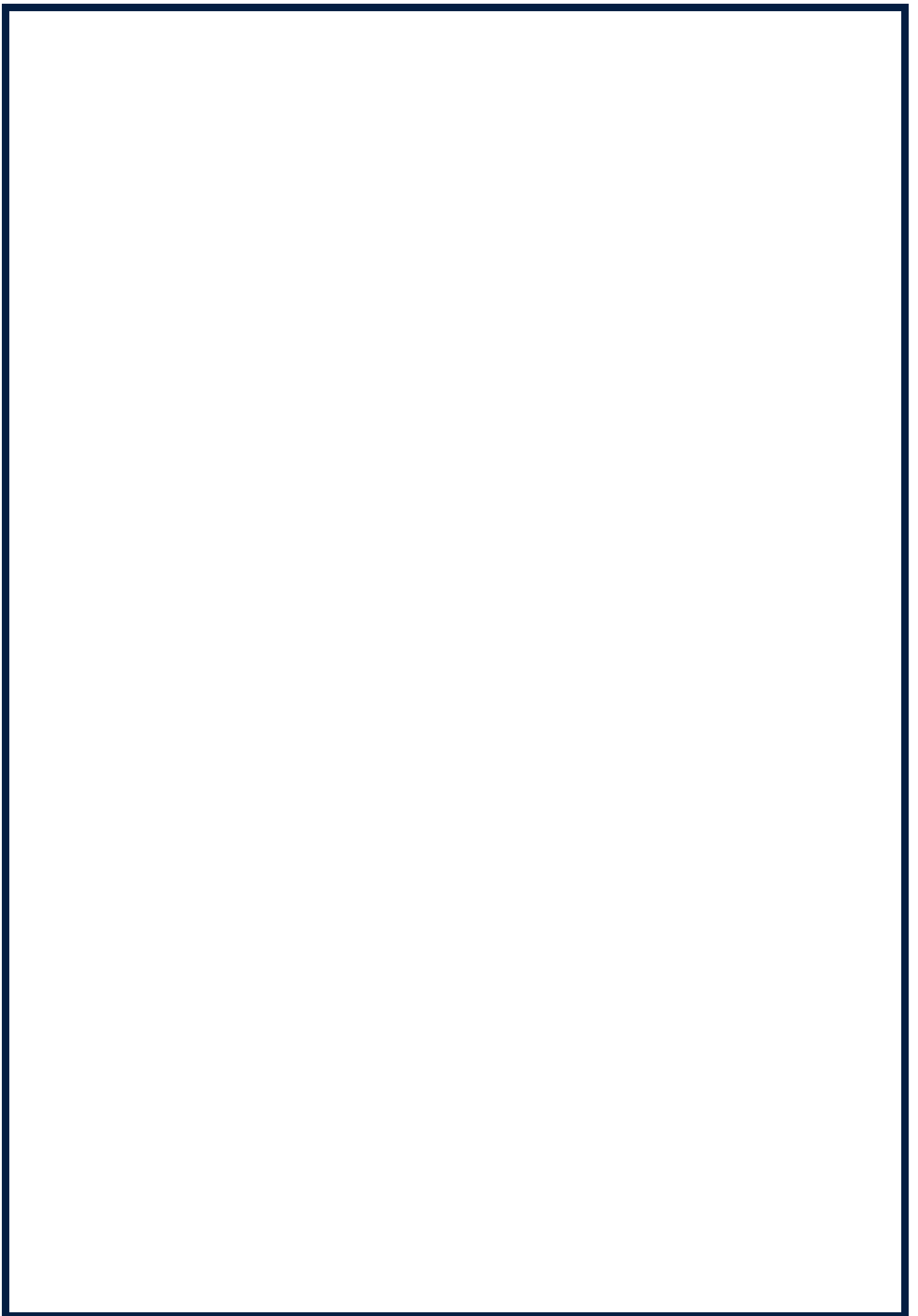


## Primary Art and Design Policy

Date policy last updated: Summer  
2024

Signed by:

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_  
\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_



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## **Statement of intent**

Creativity is at the heart of our curriculum and at Snaith Primary School we provide a huge range of opportunities for children to explore. The arts and creative thinking is an integral part of the world around us and we aim to give our children the knowledge, skills and confidence to experiment, invent and create their own works of art and craft.

All children have the opportunity to explore a range of artworks, artists and crafts people and will use these develop their own ideas as well as allowing them to think critically. Each child will record their creative journeys in their sketchbooks and presentation books, refining, exploring and evaluating as they create by using a variety of media and equipment. Our art curriculum is linked to all areas of the curriculum enhancing written work, historical and geographical understanding and embedding scientific concepts.

This policy will ensure the school complies with the national curriculum and helps to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: art and design programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Primary Teaching and Learning Policy
- Primary Assessment Policy
- Primary Curriculum Policy
- Educational Visits and School Trips Policy
- Health and Safety Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring a broad and balanced art and design curriculum is implemented in the school.
- Ensuring the school's art and design curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's art and design curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the art and design curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching art and design.

The art and design lead will be responsible for:

- Preparing policy documents, curriculum plans and schemes of work for art and design.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of art and design, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all art and design resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of art and design to other curriculum areas.

Art and design teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the art and design lead about key topics, resources and supporting individual pupils.

- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the art and design lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

The SENCO will be responsible for:

- Liaising with the art and design lead to ensure the curriculum meets the needs of pupils with SEND.
- Arranging staff training regarding delivering the art and design curriculum for pupils with SEND.
- Advising staff on how to support the needs of pupils with SEND.

### 3. The national curriculum

The national curriculum will be followed for all art and design teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the art and design aspects of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. **Communication and language:** listening, attention and understanding; and speaking.
2. **Personal, social and emotional development:** self-regulation, managing self, and building relationships.
3. **Physical development:** gross motor skills and fine motor skills.
4. **Literacy:** comprehension, word reading, and writing.
5. **Mathematics:** number and numerical patterns.
6. **Understanding the world:** past and present; people, culture and communities; and the natural world.
7. **Expressive arts and design:** creating with materials; and being imaginative and expressive.

Pupils will be provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Pupils in reception will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

During Years 1 and 2, pupils will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Years 3-6, pupils will be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, e.g. pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.

#### **4. Cross-curricular links**

Our art curriculum is linked to all areas of the curriculum enhancing written work, historical and geographical understanding and embedding scientific concepts.

This includes:

##### **English**

- Pupils are encouraged to ask and answer questions about the starting points for their work.
- Pupils can compare ideas, methods and approaches in their work with their peers.
- Pupils can utilise art when creating stories.
- Using visual imagery, sculpture and moving image as a stimulus for writing, as well as a way of developing concepts and thinking.

##### **Maths**

- Pupils can use their understanding of shape, space and measurement.

##### **ICT**

- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to research artists and designers.
- Children use technology to create digital art for a variety of spaces.

##### **History**

- Pupils can research historical context of an art movement, artist or artwork.
- Pupils can use historical events to explore how they can use art to communicate their own thoughts and ideas.
- Pupils can research how artists are influenced by historical events or artwork.

- Children can use artwork as historical evidence and debate its historical validity

### **Geography**

- Children can research how geographical location can influence artwork, materials and artist
- Children can compare artworks by location.
- Children can use landmarks and geographical features when discussing own and others artworks.

### **Religious Education**

- Children can use religious imagery, artefacts and paintings to discuss religious stories.
- Children can use religious artworks to stimulate questioning, ideas and create awe and wonder

### **PCSHE**

- Children can use visual imagery to stimulate discussion and suggested solutions and outcomes.
- Children can create their own artwork to communicate their own thoughts and feelings.

### **Music**

- Children can use artwork as stimulus to create musical pieces.

## **5. Teaching and assessment**

### **Lesson planning**

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Throughout the school, art and design will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'Art and design programmes of study: key stages 1 and 2', as outlined above, is the starting point for their planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Long-term planning will be used to outline the units to be taught within each year group. Medium-term planning will be used to outline the skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment, identifying learning objectives, main learning activities and differentiation. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson, building on medium-term planning and taking into account pupils' needs.

## **Teaching**

A mixture of whole-class teaching, group work and individual activities will be used. Pupils will be given the opportunity to work independently and collaborate with others.

A variety of teaching and learning approaches will be utilised in art and design lessons. Approaches will be matched to the activity and needs of the pupils in the class.

Art and design teachers will work with the art and design lead to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability and needs of pupils.
- Setting tasks of varying difficulty, depending on the ability and needs of the class.
- Utilising TAs to ensure pupils are effectively supported.

## **Resources**

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources.

## **Health and safety**

Appropriate risk assessments will be conducted for art and design lessons – control measures will be implemented to ensure activities can be undertaken safely.

PPE, such as gloves and eye protection, will be made available to all pupils and teachers where required.

Pupils will be taught how to use art and design tools and equipment appropriately.

## **Assessment**

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy. Assessment in art and design will be based upon pupils' skills in generating ideas, making, evaluating and knowledge and understanding.

Pupils will be assessed continually throughout the year. Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. These assessments will be added to our HERO assessment tool which is available to all teaching staff and SLT and will be passed to relevant members of staff, such as the pupil's future teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Willingness to experiment with ideas, materials and skills
- Discussing pupils' work with them
- Discussing other's work with them
- Assessing work against learning objectives
- Observing practical tasks and activities

- Pupils' self-evaluation of their work

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude towards art and design, progress in artistic skills, and the knowledge levels they have achieved. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

## **6. Equal opportunities**

We recognise that it is extremely important for children with SEND or disadvantage to have the same opportunities to access the art curriculum. With this in mind, adjustments will be made. This may include:

- Use of enlarged images
- Use of headphones to support digital work
- Adapting tasks
- Additional or alternative equipment and/or materials
- Opportunities for pre-learning and practise
- Varying support from an adult or peer
- Pencil grips
- Larger equipment, e.g. paintbrushes

## **7. Monitoring and review**

This policy will be reviewed every two years by the art and design lead, in collaboration with the headteacher. The next scheduled reviewed for this policy is Summer 2026.

Any changes made to this policy will be communicated to art and design teachers and other relevant staff.