



WHERE STARS SHINE

ART & DESIGN POLICY

Policy Lead Committee: Local Academy Committee

In consultation with: Senior Leadership Team

Approved by:

A handwritten signature in black ink, appearing to be 'R. J. F.', on a light blue textured background.

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'WHERE STARS SHINE'

Contents

1. Introduction	3
2. P4C	3
3. Aims of Art and Design Curriculum	4
4. Intent and Implementation	4
5. Children with Special Educational Needs/Greater Depth.....	6
6. The Foundation Stage.....	6
7. Contribution of Art and Design to Teaching in Other Curriculum Areas	6
7.1 English.....	6
7.2 Mathematics	7
7.3 Information and Communication Technology (ICT).....	7
7.4 Personal, Social and Health Education (PSHE) and citizenship	7
7.5 Spiritual, Moral, Social and Cultural Development	7
8. Resources.....	7
9. Health & Safety.....	8
10. Assessment	8
11. Monitoring and Review.....	9



'WHERE STARS SHINE'

1. Introduction

At Severnbanks Primary School all children will be given full access to the Art and Design curriculum. Staff will endeavor to help all children to reach their full potential irrespective of race, physical ability, gender, age or learning ability.

We aim to establish a school where children and adults use the values and language of the convention on the Rights of the Child to help them become Rights Respecting Citizens. Alongside our school values of resilience, respect, kindness, honesty, trust and justice. These values are woven through everything we do.

As a school our vision is "Where Stars Shine" leading to; Successful learners, Teamwork, Aspire and Achieve, Rights Respects and Responsibilities and Shine.

UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 1 Everyone under the age of 18 has all the rights in the Convention

ARTICLE 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

ARTICLE 4 Governments must do all they can to fulfil the rights of the child.

ARTICLE 28 Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child, to make higher education available to all on the basis of capacity and to ensure that school discipline is consistent with children's rights and dignity. The State shall engage in international cooperation to implement the right to education.

ARTICLE 29 Education shall aim to develop the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her own cultural identity, language and values, and for the cultural background and values of others.

2. P4C

P4C is embedded in Art & Design through the 4Cs (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further

Through our Art and Design curriculum we 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



'WHERE STARS SHINE'

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 can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

By following the Kapow Primary curriculum for art and design we provide our children with opportunities to develop spiritually, morally, socially and culturally, as well as developing their understanding and respect for the fundamental British values which is woven throughout the scheme.

3. Aims of Art and Design Curriculum

Enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work. Children will engage with a variety of art forms, to explore their own and others' values, attitudes, feelings and meanings.

Encourage creativity and imagination through the richness of a broad arts curriculum, inspiring every child to connect with the arts, nurturing artistic talent and facilitating children's ability to achieve success through the arts.

Improve the children's ability to control materials, tools and techniques. Provide opportunity for children to work independently and as part of a group to share experiences and present artworks to others.

Develop children's ability to create and risk take, appreciate and make critical judgements responsibly about the visual and tactile elements of art and materials.

Increase their critical awareness of the roles and purposes of art and design, to support children develop an understanding of the role of the arts in society, including as a career. To provide children with opportunities to use their skills and knowledge of art in the wider community.

Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers and understand the historical value and cultural development of their art forms.

4. Intent and Implementation

Our principal aim in art and design is to develop the children's knowledge, ability to generate ideas from observation and inspiration, give opportunities for making and creating, and allow time to evaluate, appreciate and give critical judgements about artwork.

Delivered through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children.



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They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Provide children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Recognising that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Identifying the value of art and design as a particularly strong area of the curriculum for all children of all abilities to gain success. Achieved through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

We carry out the curriculum planning in art and design in two phases. Our long-term plan maps out the themes covered in each term during the key stage.

Our medium-term plans, give details of each unit of work for each term. These plans are developed to meet the needs of our children. They define what we will teach and ensure an appropriate balance and distribution of work across each term.

We plan the learning in art and design so that it builds upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The Kapow scheme of work is a spiral curriculum which allows for teachers to see a clear progression in art and design skills and knowledge. The scheme provides sequential lessons which are organised into four core strands:

- Drawing
- Painting and Mixed Media
- Sculpture and 3D
- Craft and Design



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These core strands repeat in every year group. This ensures that complex skills are developed and built upon over time to achieve control and proficiency. The children explore a diverse range of artists from history and around the world. The use of sketch books helps children to see the progress that they have made. The scheme supports teachers alongside the Art and Design lead as it provides videos for professional development in each unit.

Flexibility is allowed in the delivery of units of art work. These can be planned on a weekly basis or in extended blocked time.

5. Children with Special Educational Needs/Greater Depth

At Severnbanks, we recognise that children with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that children with SEND may need differentiated work or further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.

We teach art and design to all children, whatever their ability. 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. Work in art and design takes into account the targets set for individual children in their My plans).

6. The Foundation Stage

We relate the creative development of the children to the objectives set out in the prime and specific areas of the Early Years Foundation profile. The children's learning includes art, music making, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

7. Contribution of Art and Design to Teaching in Other Curriculum Areas

7.1 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



'WHERE STARS SHINE'

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.

7.2 Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

7.3 Information and Communication Technology (ICT)

ICT teaching within art is progressive. Children use software to explore shape, colour and pattern in their work. Pupils use digital and video cameras to record their observations by collecting visual information. Children use the internet to find out more about famous artists and designers.

7.4 Personal, Social and Health Education (PSHE) and citizenship

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 whilst undertaking their work.

7.5 Spiritual, Moral, Social and Cultural Development

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 give 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 co-operate 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.

8. Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in our 'Top Corner Room'. This room is accessible to adults and organised by the subject leader.



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Teachers use the Kapow scheme of work to support the teaching of Art and Design as laid out in the National Curriculum. The scheme provides a broad range of opportunities and allows teachers to teach in a cross curricular way where possible whilst maintaining the teaching of the explicit skills and knowledge.

9. Health & Safety

Safety is of paramount importance and it is the teacher's responsibility to be aware of safety issues in all Art activities by:

- Providing a safe working area (furniture, materials storage, tool maintenance)
- Teaching and implementing safety rules and good practice.
- Ensuring the safe and correct usage of tools and materials.
- Ensuring working areas are kept clean and tidy.
- Considering storage of partially completed work.
- Ensuring the correct disposal of waste.

The teacher is responsible for ensuring that children are adequately supervised at all times and that other adults working in the classroom understand safety rules and maintain rigorous safety standards. Safety rules and safety issues should be taught to all children within each unit of work.

10. Assessment

All children, when learning and being taught Art and Design should experience achievement, success and progression. Pupils' work is assessed informally on the basis of observation during the lesson, monitoring, the use of questioning, through peer- and self-assessment, by developing ideas, finding evidence of creativity/ through problem-solving and focusing on the aesthetic quality.

Photographs are taken throughout each unit of work and a portfolio of photos is kept for each year group. All children have an art book which goes with them through the school which is a safe space for them to explore and experiment with the skills they are taught. The progress and attainment are then recorded onto our school tracking system, Insight. Verbal feedback is given with examples of good practice shared during lessons to encourage and motivate as well as being used to address any misconceptions.

Teachers make long term assessments towards the end of the school year, and they use these to assess progress against the learning objectives on Insights, Teachers report to parents around the effort and attainment made in Art and Design on the end of year reports.



'WHERE STARS SHINE'

11. Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader informs the head teacher and governors annually when s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office