



Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

Art and Design Policy

CRC Article 28: All children have the right to a good quality education.

CRC Article 29: All children have the right to develop their talents and abilities to the full.



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Approved by:	Governing Body
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

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Date of Policy: March 2024

Review Date: March 2025

Subject Lead: Mrs. H. Hanson

Governors for Art and Design: Cllr. S. Quinn
Curriculum and Standards Committee

This policy should be read in conjunction with our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Sildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children, at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious, and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high-quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

Rational

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially, physically and emotionally. In Art and Design this means ensuring an inclusive curriculum that inspires the children to realise their artistic potential and broaden their understanding beyond what they think is possible.

Art and Design is an important element in the curriculum because it stimulates creativity, imagination and inventiveness. Teaching Art and Design gives pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual and tactile form.

Art and Design enables children to be able 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. This allows the children to make informed judgements and practical decisions and also to understand how Art and Design has both reflected and shaped our history, and contributed to the culture, creativity and wealth of our nation.

Entitlement

This Art and Design Policy relates to all pupils attending Timothy Hackworth Primary School. All children have the right to access all elements of the National Curriculum, appropriate to their abilities, in tandem with the school's relentless focus on high standards and expectations of all pupils.

Our Intent, Implementation and Impact in Art and Design

Intent

Our Art and Design curriculum promotes curiosity and empowers children to be independent and resilient artists and designers, who are able to express themselves fluently and confidently in a variety of different ways.

Art and Design teaching at Timothy Hackworth Primary School instils an appreciation and enjoyment of the visual arts. The children are given opportunities to explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of Art and Design, they can explore the impact it has had on different periods and cultures and on contemporary life.

We strive to ensure that our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

Through a high quality, safe and challenging Art and Design teaching sequence, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

We aim for our children to:

- have the confidence, skills and experiences necessary to be able to communicate their ideas in order to produce creative Art and Design work;
- be given opportunities to experience a wide, balanced and progressive range of Art and Design activities;

- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- be able to analyse and evaluate 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;
- make links to future aspirations and goals.

Implementation

Our Art and Design Curriculum is based upon a clear and comprehensive overview that shows progression of skills across all key stages within the strands of Art and Design. Our Art and Design Curriculum has been designed to cover all of the skills set out in the National Curriculum 2014. Sequences of learning are carefully planned to be progressive and build upon prior knowledge.

Early Years Foundation Stage

Expressive Arts and Design is a Specific Area in Early Years and has two Early Learning Goals within this: Exploring and Using Media, and Materials and Being Imaginative.

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- safely explore and use a variety of artistic effects to express their ideas and feelings and build on prior learning to develop their artwork;
- respond to a range of media and materials and develop their understanding of them in order to manipulate and create different effects;
- express their own ideas using different media and materials;
- explore and use colour and colour mixing for a particular purpose;
- develop skills to use simple tools and techniques competently and appropriately;
- select appropriate media and techniques and adapt their work where necessary;
- work collaboratively, share their artwork and talk about the process they have used.

Key Stage 1 and Key Stage 2

Units of work are taught over a half term and are sequenced to build upon prior knowledge. Units of work are sequenced to ensure children explore a particular aspect in depth, making it accessible for all children. Artists and designers from different eras are studied throughout the school to give the children a balanced knowledge and understanding of Art and Design concepts and skills.

Each unit of work starts by introducing the artist or designer and Art or Design form to be studied. Children will then dig deeper to learn about the background of the subject. They will use a range of materials and media to develop Art and Design techniques in the style of the subject studied to produce a piece of work. At the end of each unit, they will use evaluation to make links and comparisons between theirs and the subject studied. Sketch books will be used to further develop techniques when there is no designated topic.

Sketchbooks

Each child has their own sketchbook in which they can record ideas, practise new techniques and further refine their skills. Having a sketchbook gives the children the opportunity to study an existing piece of art or design, create a constructive, reflective critique and to use these ideas to develop their own piece of related work, enabling pupils to show resilience and dedication to complete the project to the best of their ability.

Children in KS1 are given the opportunity to:

- create sketchbooks to record their observations;
- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- develop a wide range of Art and Design techniques using colour, pattern, texture, line, shape, form and space;
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

As the children progress, they are taught to develop their techniques, including their control, and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children in KS2 are given the opportunity to:

- create sketchbooks to record their observations and use them to review and revisit ideas;

- improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint and clay;
- learn about great artists, architects and designers in history.

Impact

The impact of our school approach will enable our pupils to:

- understand what being an 'artist' and a 'designer' means;
- have the confidence, skills and experiences necessary to be able to communicate their ideas in order to produce creative Art and Design work;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- develop Art and Design techniques using a range of materials and media;
- be able to analyse and evaluate creative works using the language of art, craft and design;
- have knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
- think critically and develop the ability to interpret the world around us;
- use personal skills and qualities, including resilience, resourcefulness, reflectiveness and reciprocity which are necessary in order to overcome barriers;
- make links to future aspirations and goals.

Art and Design and Cross Curricular Links

Art and Design links to many areas of the curriculum and creative activity can contribute significantly to the development of more general skills such as critical thinking, building resilience and confidence, and expressing feelings and emotions.

Units of work are planned creatively to harness learning opportunities from across the curriculum. The overall, wider curriculum provides excellent opportunities for placing Art and Design in context to develop pupils':

- creative skills;

- knowledge and understanding of the world around them;
- sense of time and place.

Our Art and Design curriculum contributes to the teaching of English in our school as it encourages children to ask and answer questions. They have opportunities to compare ideas, methods and approaches in their own work and that of other children. As well as this, our Art and Design curriculum contributes to the teaching of Maths by giving opportunities to develop the children's understanding of shape and space through work in 2 and 3 dimensions.

There is a positive approach to the wider use of Art and Design throughout the curriculum and links are made where appropriate.

Special Educational Needs and Disabilities

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

Assessment

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment is not just about the National Curriculum but needs to take into consideration all artistic learning which is an outcome of the school curriculum. Assessment in Art and Design is only a part of the school policy on assessment as a whole.

There should be ongoing assessment for learning (AFL) or formative assessment of all children ensuring that the development of concepts, skills and attitudes is measured through everyday teaching. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. There must be judgements supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children in the course of their Art and Design learning.

Attainment in Art and Design is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum for Art and Design.

Learning will be assessed using:

- a teacher assessment grid to record attainment of each target for each skill in the year group and to track progress;
- monitoring by the Subject Lead and SLT through planning scrutiny, scrutiny of Art and Design work, analysis of teacher assessment sheets, learning walks and pupil interviews;
- evidence of work in sketchbooks, Black Books and work displayed around school.

Monitoring and Evaluation

The monitoring of Art and Design teaching and learning in our school will take place through:

- monitoring of short-term planning by the Art and Design Lead;
- observations and learning walks by the Art and Design Lead and SLT where appropriate;
- discussions during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;
- informal discussions between staff and the Art and Design Lead;
- the completion of any whole school Art and Design project where work is gathered across the whole range of ages in the school;
- scrutiny of books, displays and any other evidence of achievement, by the Art and Design Lead and SLT;
- pupil interviews conducted by the Art and Design Lead;
- checking of children's standards of work against agreed criteria, e.g., teacher assessment.

Teacher assessments are moderated to ensure parity. Assessment data is rigorously analysed on an annual basis by the Art and Design Lead and outcomes are shared with staff.

Pupils will have their development and performance monitored through a range of assessment techniques to ensure that they make progress to their full potential.

The Art and Design Lead works alongside teachers to provide tailored support to discuss, plan and implement a range of assessment and moderation strategies.

Continuing Professional Development

The Art and Design Lead attends Local Authority Subject Leader Network Meetings in order to ensure that they and the wider staff are aware of the latest information and curriculum developments in Art and Design.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

Display and Resources

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom. There should be, where possible, current and relevant children's Art and Design work on display in classrooms and in other areas of the school in order to encourage a positive attitude and enthusiasm towards Art and Design for all groups of children.

Parents and Carers

We recognise that parents and carers make a significant difference to children's progress in all subjects, including Art and Design, and encourage this partnership. We hold Celebration Assemblies twice a year where Art and Design work can be shared with parents. As well as this, children's completed Art and Design work is displayed around school or sent home at the end of a unit for parents to enjoy. We encourage parents to discuss the work with their children to support understanding about the techniques and materials they have explored. Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Our Governing Body

The Curriculum and Standards Committee have a distinct focus on curriculum subjects as part of a rolling programme.

The Governing Body will provide support and challenge and are kept up to date with developments in Art and Design through meetings with the Art and Design Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings.

The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy.

The Curriculum and Standards Committee will ratify and review the policy.

Conclusion

At Timothy Hackworth Primary School, a whole range of experiences and opportunities will be provided for all pupils across a broad and balanced curriculum which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to a high quality education; our Art and Design Policy is designed to ensure that all pupils have access to this right.