



Hale CE Primary School

Art and Design Policy 2024-2025

Hale CEVC Primary School is a Church of England School where Christian Values and our Vision lie at the heart of everything we do.

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Our vision is founded on Matthew 5: 14-16

'Be the Light'

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."
(Matthew 5:14-16)

Intent

Aims for our Art and Design curriculum

To encourage children to:

- be engaged, inspired and challenged
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse 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.

Our rationale for the way we deliver Art and Design

At Hale CE Primary School, Art and Design is taught mostly in isolation, this is to ensure that children are given the opportunity to develop the specific Art and Design knowledge, skills and understanding that they need in order to succeed in this subject, however Art and Design often contributes to cross-curricular programmes and to various events and activities in the school calendar.

Throughout the academic year, children will engage in at least three units of Art and Design. The units are aimed to build upon prior knowledge and to raise children's cultural capital by learning about art materials, processes, skills and focus artists and then building upon this year by year.



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How our Art and Design curriculum supports our overall intent

At Hale CE Primary School, we regard Art and Design as an important subject. This is because Art and Design strongly supports our overall curriculum intent. Through raising the children's cultural capital in art and design this will help children to aspire and dream big.

Statutory requirements and our curriculum implementation for Art and Design

Statutory requirements for the teaching and learning of Art and Design are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception), children are given opportunities to:

- work purposefully responding to colours, shapes, materials etc.
- create simple representations of people and other things
- work spontaneously and enjoy the act of making/creating
- sustain concentration and control when experimenting with tools and materials
- recognise and describe key features of their own and others' work

At Key Stage One (Years 1 and 2), children 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 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.

At Key Stage Two (Years 3-6), children 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



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The Governing Body, receive termly reports on the progress of Art and Design provision. This policy will be reviewed every year or in the light of changes to legal requirements.

Wider opportunities to enhance Art and Design learning

Each year group will take part in the HPAN annual exhibition, Year 3 and 6 will take part in creative workshops, links to cross curricular activities across the year, eg. Bonfire night, Remembrance Day, Christmas crafts.

Implementation

Planning

Long term planning

Our Curriculum Map outlines an overview of the skills covered in each term during the year. Our Art and Design subject leader discusses this with teaching colleagues in each year group to ensure secure subject knowledge, progression and cross curricular links. Knowledge organisers are also created by the subject leader and discussed with teachers prior to planning.

Medium term planning

Teachers use year group specific knowledge plans to develop a medium term plan for each unit of work. The Art and Design subject leader is responsible for reviewing these plans and providing feedback and additional support where appropriate.

Resources

It is the responsibility of the Art and Design subject leader to carry out an audit of resources and to place a resource request prior to each unit of work being taught. It is the responsibility of class teachers to highlight the need for additional or alternative resources when they complete an end of unit summary.

All our classrooms have a range of basic resources. There is a wide range of specialist Art and Design resources that are stored centrally where teaching staff can access and keep safe.

Development of vocabulary in Art and Design

For each unit of work, knowledge plans will provide staff with a range of vocabulary. Some vocabulary will have been previously taught to ensure that it has been retained and can be built upon. Other vocabulary will link to the current unit. Vocabulary will relate to art materials, processes, skills and focus artists.



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Development of knowledge and understanding

For each unit of work, knowledge plans will provide staff with the key knowledge that the children need to learn, understand and retain in order to progress within the subject.

Parental involvement

There are opportunities each term when parents can discuss their children's progress with their teacher as part of parent's evening meetings whereby teachers provide parents with helpful advice on how to support their child. Parents are encouraged to look through the children's sketch books and discuss their progress and attainment in Art and Design.

Inclusion

We aim to provide for all children so that they achieve their potential in Art and Design, regardless of gender, ethnicity or home background. In the main, inclusive practices outlined in the Inclusion, SEN and Pupil Premium policies are adhered to in Art and Design. Briefly, those in need of support are formally identified during pupil progress meetings which are held at least termly but may also be informally identified by the class teacher prior to that. As a result, teachers will arrange to meet with the parents and/or the SENCO and/or other senior leaders.

Impact

Assessment

Marking and feedback

In the main, work will be assessed in-line with the school's Assessment Policy.

Summative Assessment Use

In the main, work will be assessed in-line with the school's Assessment Policy. However, Art and Design has the following key differences in expectation/approach: The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement across all four of the progress objectives

Formative Assessment Use

The teacher records the progress made by children against the learning objectives for their lessons. At the end of a unit of work, we make a judgement against the progression statements. Using this information, the teacher records whether each child is working below, at or beyond age related expectation and then uses this information to plan future work for each child. We will assess children in relation to the four progress objectives:



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1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.
4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement