



Upper Beeding Primary School

Art and Design Policy

May 2023

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes and having fun.”

Mary Lou Cook

“Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen.”

Leonardo da Vinci

CURRICULUM INTENT

Why do we teach Art and Design? Why do we teach it the way we do?

At Upper Beeding Primary School, we place a high value on art as one of the highest forms of human creativity. We recognise that art should engage, inspire and challenge pupils whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art. Through teaching and learning about great artists and designers, and the works they have created, our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the world in which they live.

We value art and design as an important part of the children’s entitlement to a broad and balanced curriculum. Art and design provides the children with opportunities to develop and extend techniques and an opportunity to express their individual interest, thoughts and ideas.

Through our art and design lessons we aim for the children to develop an appreciation and enjoyment of the visual arts. We thrive to stimulate imagination, enjoyment and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern.

Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying 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 on different periods and cultures.

CURRICULUM IMPLEMENTATION

What do we teach? What does this look like?

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. The work of famous national, international and local artists is explored to enhance the children's learning.

The children's learning is further enhanced with either a whole school arts week in the summer term or focus Arts Days e.g. The Big Draw, Take One Picture; where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists and craftspeople.

CURRICULUM IMPACT

What will this look like? What tools would we like our children to have when they leave our school?

Within art and design, we strive to instil an appreciation and enjoyment of the arts enriching the children’s learning experience. Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Verbally assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning are used to compile an art portfolio.
- Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

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 being an artist in public spaces, sketching Bramber castle, South Downs. These educational visits are another opportunity for the teachers to plan for additional art and design learning outside the classroom. The children visit local museums and local artists come into school to share learning and have hands on experiences. At Upper Beeding Primary School, teachers make use of the grounds and outdoor learning area when planning for their children.

All children, across the school, will have the opportunity to develop: ideas and creativity, skills and mastery of processes and knowledge of art and cultures. Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrate the process of learning, practising and developing skills in art lessons. Links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

Alongside our curriculum provision for art and design, we also provide pupils with the opportunity to participate in art based after school clubs. Pupils are consulted termly about which clubs they would like to be offered.

EARLY YEARS FOUNDATION STAGE

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:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use 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

KEY STAGE 1

Pupils are 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.

KEY STAGE 2

Pupils are 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.

Pupils are taught:

- 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.

ASSESSMENT

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

EYFS pupils' progress and attainment is tracked using Insight, assessment tracking programme, telling us whether each individual child is below expected, at expected or above expected attainment for their age. Age related expectation levels are reported to parents at the end of the reception year.

ORGANISATION

Art and design lessons are taught weekly, 35 minutes (KS1) and 40 minutes (KS2) in length. The art teaching and learning is linked to the topic themes ensuring coverage of the skills, knowledge and understanding throughout the school.

EQUAL OPPORTUNITIES AND INCLUSION

All children have equal access to the art and design curriculum and its associated practical activities in line with the Upper Beeding Primary School Equal Opportunities Policy. All staff are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities and opportunities to extend their learning further. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

HEALTH AND SAFETY

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities. A risk assessment covering the use of craft knives and other sharp tools has been conducted and is updated as needed.

ROLE OF THE SUBJECT LEADER

The art and design leader will be enthusiastic, demonstrating and monitoring 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. They will support the update of 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.

PARENTS

We encourage and welcome all parents and carers to support and assist with whole school events and art projects. Parents and carers with specialist art and design skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for workshops or a discussion about how to support and enrich art and design at Upper Beeding Primary School.

Reviewed, Adopted and Ratified by:

Staff: May 2023

Governing Body: May 2023

Date for Review: May 2026