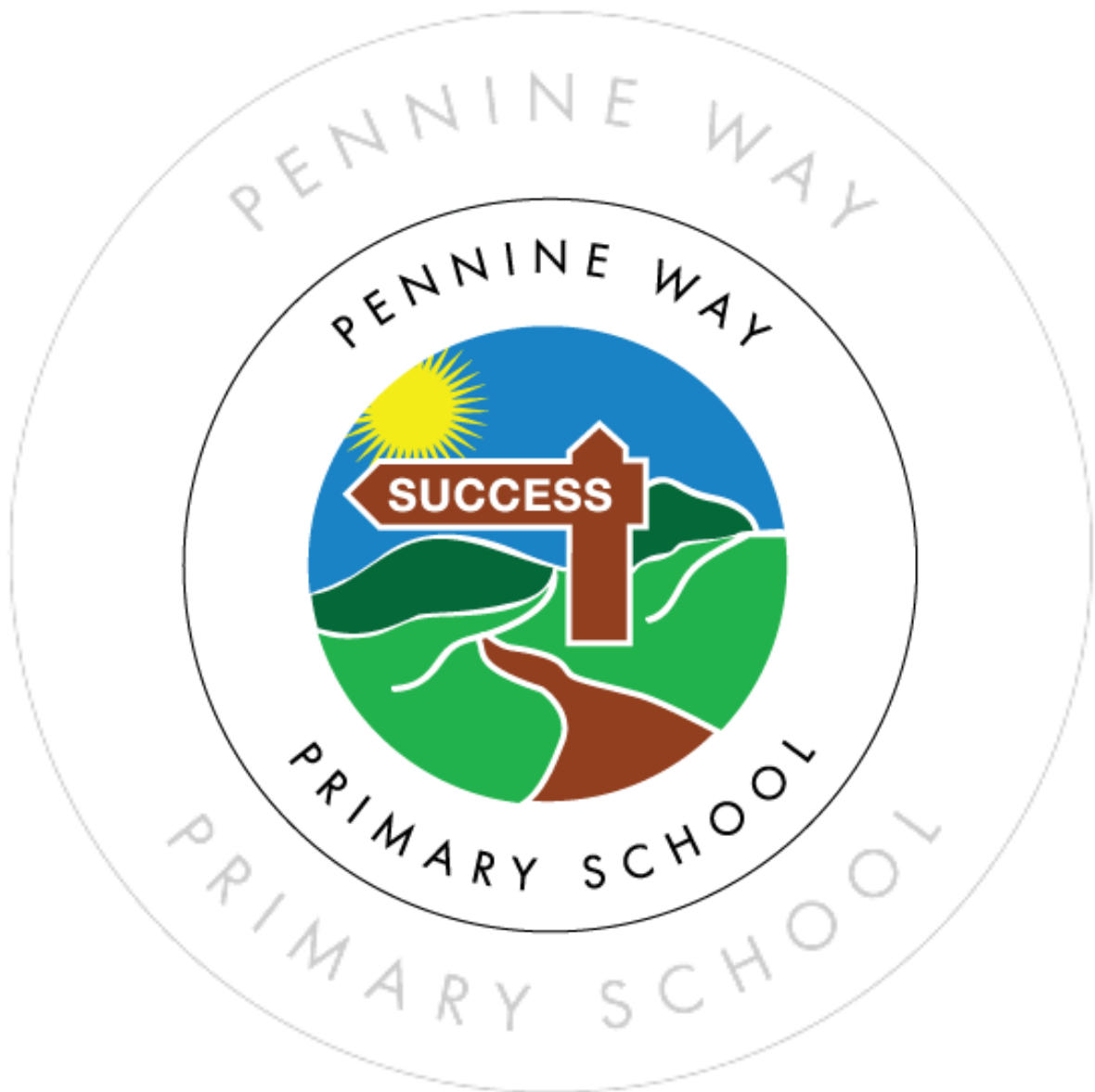


Pennine Way Primary School



Art & Design Policy

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1.1. Statement of intent

Mission Statement: Happiness is.....

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; Being proud of who we are, celebrating the strengths and differences that we have, working together as responsible and caring members of society as we walk the Pennine Way Pathway to Success.

Curriculum Intent:

At Pennine Way the intent for our curriculum is for it to reflect our local area and community, whilst enabling pupils to understand how Carlisle and Cumbria fit into the national and international picture. All subjects at Pennine Way are given equal importance and are all underpinned by skills as well as knowledge to improve our pupils' long term memory. These skills are built upon throughout a pupil's pathway through our school in order for them to make meaningful connections between their life experiences and the experiences that they are learning about. At the end of their journey at Pennine Way, pupils will be able to utilise the skills and knowledge gained in a variety of contexts.

Art and Design Intent:

Pennine Way Primary School understands that art and design allow pupils to develop their skills and knowledge through a creative and practical curriculum. This subject offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.

At Pennine Way we have chosen to focus on teaching the children the skills which underpin the area of learning such as; painting, collage, modelling, drawing, and printing. These studies are repeated, however the skills are progressive.

In the Foundation Unit we will be looking at the skills and knowledge outlined in Development Matters in the section of Expressive Arts and Design. In terms of our SEND provision we pride ourselves on providing an inclusive curriculum. SEND children will be able to access Art lessons alongside their peers but will be given extra support or resources where needed.

The children's skill development will follow a clear progression between each year group building on their previous learning, revisiting previously learnt skills and addressing any misconceptions. This will help the children to have a deeper understanding of the knowledge and skills as well as improving their long term memory.

Signed by:

Headteacher

Date:

Chair of governors

Date:

1. Legal framework

1.2. This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2021
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013

2. Early years foundation stage (EYFS)

2.1. All pupils in the EYFS are taught art and design as an integral part of the topic work covered during the academic year.

2.2. In the EYFS, pupils who have reached ELG in creating with materials will:

- 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.

3. KS1 – Art and design

3.1. By the end of KS1, pupils will be taught to:

- 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.
- Appreciate 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.

4. KS2 – Art and design

4.1. By the end of KS2, pupils will be taught to:

- Create sketch books 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.
- Appreciate great artists, architects and designers in history.

5. Roles and responsibilities

5.1 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art and design, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art and design to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art and design, in subsequent years.

5.2 The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art and design skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

5.3 The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist art and design based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).

- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of the art and design objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

6. Equal opportunities

- 6.1. We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- 6.2. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of art and design is differentiated for these pupils.
- 6.3. The planning and organising of teaching strategies for the subject will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage.
- 6.4. The school aims to maximise the use and benefits of art and design as one of many resources to enable all pupils to achieve their full potential.

7. Cross-curricular links

7.1. English:

- Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

7.2. Maths:

- Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

7.3. PSHE:

- Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

7.4. SMSC:

- Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.

- Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

7.5. ICT:

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

8. Health, safety and hygiene

- 8.1. In order to maximise their learning experience, pupils are allowed full access to a wide range of materials in art and design lessons; however, health and safety concerns are inherent with these subjects, including storing materials and tools, and the use of equipment.
- 8.2. Equipment will be tested before the start of every lesson by the classroom teacher.
- 8.3. All pupils will be taught how to use all equipment properly by the classroom teacher before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools.

9. Teaching and learning

- 9.1. The school uses a variety of teaching and learning styles in art and design. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 9.2. Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.
- 9.3. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.
- 9.4. Principles for effective teaching include:
 - Setting tasks in the context of pupils' prior knowledge
 - Promoting active learning
 - Inspiring, exciting and motivating pupils to know more
- 9.5 Strategies for effective teaching include:
 - Ensuring the teaching methods used suit the purpose and needs of the pupils
 - Providing a meaningful context and clear purpose when assigning tasks

- Ensuring tasks are built on skills and understanding

9.6 The classroom teacher, in collaboration with the subject leader, will 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 of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

9.7 As part of the art and design curriculum, pupils are provided with a sketchbook which they are required to take to their class. The sketchbook is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques.

9.8 Pupils are encouraged to use their sketchbook as a place of practice, and to represent their thoughts and feelings through art and design.

9.9 The sketchbook is used for:

- Practising certain skills and features, and gathering information to use on larger pieces of work in class.
- Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
- Recording details about drawings.
- Including sketches and working drawings for ideas of things pupils want to make.
- Gathering information to give specific knowledge of how things are made or work.

The sketchbook can be used as a place to collect the following items:

- Pictures from magazines, comics, cards, calendars, stamps, etc.
- Samples of textures, fabrics and other materials
- Lists of resources pupils may use to produce a larger piece of work
- Colour strips from colour mixing
- Evaluations by pupils of their own work and the work of other artists

Showbie can be used for the following items:

- Photographs
- Models e.g. sculptures
- Collage
- Painting
- Printing

10. Planning

10.1 All relevant staff members are briefed on the school's planning procedures as part of staff training.

10.2 Art and Design is taught both as a discrete lesson and as part of cross curricular themes when appropriate.

10.3 Teachers will use the key learning content in the DfE's statutory guidance 'National Curriculum in England: Art and Design programmes of study'.

10.4 Planning of the art and design curriculum is focussed on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse their work and that of others using the language of art, craft and design.
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

10.5 The school creates long-term and medium-term plans for the delivery of the art and design curriculum – these are as follows:

- Long-term: a curriculum map which includes the topics studied in each term during the key stage and The Curriculum and Skills Plan document which includes the skills during the key stage.
- Medium-term: includes the details of work studied each term.

10.5 Medium-term plans will be shared with the subject leaders to ensure there is progression between years.

10.6 All lessons will have clear learning objectives, which are shared and reviewed with pupils.

11. Assessment and reporting

11.1 EYFS Pupils will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.

11.2 Pupils' will be assessed using Fisher Family Trust per theme.

11.3 The progress and development of pupils skills within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum

11.4 Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Pupils' self-evaluation of their work
- Teachers will also assess pupils':
 - Knowledge of tools, materials and equipment.
 - Ability to record and communicate their design ideas in a clear manner.
 - Personal qualities and attitudes towards their work.

- Ability to use tools and materials safely and effectively.
- Ability to evaluate their work and the work of others.

11.5 Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

11.6 Parents will be provided with a written report about their child's progress three times per year, every year. This will include information on pupils' attitudes towards art and design, understanding of methods, investigatory skills and the knowledge levels they have achieved.

11.7 Verbal reports will be provided at parents evenings during the Autumn and Spring terms.

11.8 The progress of pupils with SEND will be monitored by the SENCO.

12. Resources and equipment

12.1. The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.

12.2. The art and design budget covers the cost of materials and replacement tools. Teachers will be required to maintain the tools and equipment in their classroom.

12.3. Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.

12.4. At the end of every school year, the subject leader, will assess the school's art and design tools and materials to ensure there is sufficient equipment for pupils, allowing funds to be allocated where necessary.

13. Monitoring and review

13.1. This policy will be reviewed every two years by the subject leader and the curriculum lead.

13.2. Any changes made to this policy will be communicated to all members of staff.

13.3. All members of staff directly involved with the teaching of art and design are required to familiarise themselves with this policy.

13.4. The scheduled review date for this policy is September 2023.