

King's Hill Primary School



KING'S HILL
PRIMARY SCHOOL

Art and Design Policy 2023 – 2025

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1. Curriculum Statement

Art and Design at Kings Hill Primary school is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

Intent

Expressive Arts and Design (Creating with Materials – Early Learning Goal)

Children at the expected level 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.
- Use simple tools and techniques appropriately and effectively safely.

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Implementation

In line with National Curriculum programmes of study, pupils at Key Stages 1 and 2 and EYFS will develop knowledge, skills and understanding through a range of practical tasks which will include;

- Drawing
- Painting
- Print making
- Collage
- Textiles
- Sculpture, 3D construction, using clay
- Computing

Through these, pupils will develop a wide range of art and design techniques in using colour, pattern, line, shape, form texture and space. These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way.

Impact

Art and design is essentially a means of communication and plays an important part in pupils' creative and sensory development. It is the expression and appreciation of ideas, thoughts, and feelings through a variety of two and three-dimensional media. It allows pupils to make thoughtful judgements about life and helps them to shape the environment and understand how art and design has both reflected and shaped the history of our nation.

Here at Kings Hill, our objectives in the teaching of Art and Design are:

- To stimulate creativity and imagination by providing high quality art experiences.
- Using visual, tactile and sensory experiences to help pupils explore the world at first hand to gain knowledge and understanding of the world in which they live in.
- To develop pupils' understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings, experiences and meanings.
- To enhance pupils' ability to value the contribution made by artists, craft workers and designers and understand the historical and cultural development of their art forms.
- To respond critically and imaginatively to ideas, images and objects, using the language of art, craft and design.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.

2. Teaching and Learning

At Kings Hill, we are committed to providing all pupils with interesting and engaging, learning opportunities in art and design. The purpose is to give pupils the skills and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. Whilst it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

The teaching of art and design offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and gives 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 pupils and encourages them to collaborate and co-operate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work about artists, designers and craftspeople.

Art and Design helps to teach the wider curriculum in a fun manner. It puts these subjects into context, making them easier to digest and more understandable to younger primary age pupils. Art gives pupils the opportunity to develop skills, knowledge and understanding

of great artists, craft makers and designers. They have the opportunity to understand the historical and cultural development of their art forms. We feel it is vital to nurture creativity and innovation through drawing, painting, sculpture and other art, craft and design techniques.

At Kings Hill, we enhance pupil's experiences and learning by utilising different opportunities in our art curriculum and around the school within our wider community. Whilst teaching the national curriculum we also embed various experiences to develop their skills in this curriculum area to prepare them for the real world. We are beginning to take advantage of any opportunities to visit our local community or engage with the wider community to see what is happening around us. Alongside this, we provide exciting and engaging days and weeks to develop their thinking and practical skills whilst encouraging pupils to embed their vocabulary within art and design.

Within this, we also demonstrate and encourage our school values through assemblies and class, whole school or community projects. Where possible we invite our parents and carers in to join to participate, modelling to them behaviours we want to promote in our school and community, sharing ideas with them on how this can be supported at home too.

3. Assessment

Assessment for Learning:

Teachers should keep a range of work undertaken by pupils which provides evidence of skills being developed and levels of achievement. Photographs are a useful tool to keep as a reminder of pupils' achievements. Progress in art and design is reported to parents through the annual report and termly consultation meetings. Each pupil in Years 1 to 6 has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of work are also collected. Monitoring takes place regularly through sampling pupils' work, teacher planning and lesson observations.

Formative Assessment:

Ongoing assessment is a feature of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. The lesson structure of art and design supports this process and pupils' reflection on each task at the end of each lesson allow for misconceptions to be addressed. At the end of each blocked unit of work, pupils complete a self-assessment on their finished product to further evidence learning.

Summative Assessment:

At the end of each unit, teachers assess the pupil's finished product against the progression statements. Pupils are also encouraged to make judgements about how their work can be improved. Teachers then use this to plan future work and to make an annual assessment of progress for each pupil, as part of the annual report to parents. This information is passed on to the next teachers at the end of the year. Pupils will be reported as working 'at

expectation', 'exceeding expectation' or 'working towards expectation' in relation to the National Curriculum.

Data analysis of the skill / progression statements enables teachers to identify any common areas of weakness so appropriate consolidation work can take place. They are also used alongside outcomes of work / performances, to inform the whole school tracking of attainment and progress of each pupil. The data also informs whole school and subject development priorities for the next school year.

4. Planning & Resources

The focus is on the development and progression of skills throughout their primary education, and as such, there is a whole school progression statement for coverage, building year on year. At Kings Hill, art is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what is taught and ensure an appropriate balance and distribution of work across each term.

All lessons planned to cover National Curriculum objectives. Our LTP's and progression statements provide teachers with systematic guidance on how to teach a skill based subject. Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the art and design curriculum for that year group throughout the year. Differentiation during the lesson offers the opportunity for the children to think critically and make independent decisions.

Teachers keep a range of work undertaken by pupils in their individual sketch books. Each pupil in Key stage 1 and 2 has an art, sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. These provide evidence of skills developed and levels of achievement. Photographs are a useful tool used to keep as a reminder of pupil's achievements.

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 the art and design store.

5. Organisation

In Early Years, the children experience a combination of adult led and child initiated activities. They use different media and materials to express their own ideas. Children are encouraged to use what they know about different media and materials in original ways and are encouraged to explore and try new things. Children are given the opportunity to explore colour, texture, shape and form in two and three dimensions. Through enabling environments that encourage independence pupils have access to a wide range of construction, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap into their artistic potential, children are encouraged to develop their own creative ideas as much as possible.

In Key Stages 1 and 2 art is taught, both discretely and incorporated into the wider curriculum areas, as appropriate. Art is taught as a half-termly unit of work, alternating across the term with design and technology. It is timetabled for one afternoon per week across each year group. Each unit of work begins with examples of art in real life contexts from a range of famous artists. Pupils acquire skills in a systematic way throughout a period of weeks, in order to gain the necessary knowledge and understanding of the various creative processes. We plan and deliver art lessons linked to topics and team building days throughout the year.

6. EYFS

At Kings Hill, we encourage creativity as part of the Early Years Foundation Stage. We relate the creative development of children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages them to make connections between one area of learning and another and so extends their understanding.

Kings Hill provides 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. KS1 and KS2

Key Stage 1 and 2 pupils will undertake one unit of work per term, at least. They will also have opportunities during art and design lessons to develop their own ideas and generate designs independently. Progression of skills are monitored by staff formally and informally, with references to expectations from the National Curriculum.

Key stage 1 Pupils should 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
- know 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 should 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

8. Health and Safety

The safety of the pupils is the responsibility of the class teacher. The pupils are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment. The pupils are made aware of the need to be careful and to understand that their actions can affect others. The pupils build up a range of skills when using equipment to reduce unnecessary risk. The pupils wear protective clothing if necessary.

Risk assessments are put in place for practical lessons and safety procedures and ratios of pupils per adult are followed with particular equipment to ensure complete safety. Where pupils are to participate in activities outside the classroom e.g. on a visit to a museum or Art Gallery, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for the pupils.

9. Equal Opportunities and Inclusion

Kings Hill is committed to ensuring the active participation and progress of all pupils in their learning. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

10. Role of the Subject Leader

As subject leader, the role is to give support to staff through training and the organisation of quality resources, monitor how the subject is taught, ensure the progression statements are being followed and met, and give all pupils a broad and balanced curriculum through memorable learning experiences that will enhance their knowledge, skills and understanding.

The subject leader will:

- Work to raise the profile of art and design at King's Hill through best practice. They will provide support as required as part of the staff members continued professional development.
- Ensure classroom environments are conducive to learning, through effective use of displays and accessibility and availability of resources
- Involve the school in 'celebrations' of art and design, including participation in events

- Monitor progression and continuity of art and design throughout school through observations and regular monitoring of outcomes of art and design lessons.
- Ensure that all staff have access to year group plans and the relevant resources which accompany them.
- Monitor pupils' progress through the analysis of whole school data. This will be used to inform the subject development plan which will detail how standards in the subject are to be maintained and developed further.
- Organise, audit and purchase art and design resources.
- Ensure that all staff have access to professional development including observations of outstanding practice in the subject.

The art and design subject leader has specially allocated, regular management time in order to review evidence of the pupils' work and undertake lesson observations of art and design teaching across the school.

11. Parental Involvement/Home Links

At King's Hill, we recognise that parents and carers have a valuable role to play in supporting their child's art and design learning.

- Parents are informed of their child's progress at Parents Evenings and this is also communicated in written school reports. Information about their child's standards, achievements and future targets in Art and Design is shared during these meetings, as well as ways that parents/carers may be able to assist with their child's learning.
- The year group expectations are shared with parents so they are able to support them at home.
- Where possible we invite our parents and carers in to join to participate in art and design activities / events, modelling to them behaviours we want to promote in our school and community sharing ideas with them on how this can be supported at home too.

To be reviewed July 2025