 

**Hetton Lyons Primary School**

**Art and Design Policy**

**Intent**

At Hetton Lyons Primary School, we value Art and Design as it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. We offer children 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, line, tone, form, space and pattern.  Art and design promotes careful observation and an appreciation of the world around us and is inclusive to all.  It should engage, inspire and challenge pupils, equipping them with the skills and knowledge to experiment, invent and create their own works of art while learning how to take risks in a safe environment while developing critical thinking skills and reflection to deepen understanding as they progress throughout the school. Art and Design activities enrich children’s learning and enables them to communicate their thoughts, ideas and observations in an expressive way therefore developing their visual language, ideas and feelings. We provide a broad and balanced curriculum, ensuring the progressive development of knowledge and skills enable children to observe and record from first-hand experience and from imagination. We develop the children’s competence in controlling materials and tools, acquiring knowledge and become proficient in various art and design techniques and processes so that they begin to develop an awareness of the visual and tactile elements. We foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increasing critical awareness of the roles and purposes of art and design in different times and cultures. This enables pupils to analyse works using the language of art and design. Hetton Lyons Primary School helps all children to become aspiring artists, designers and craftspeople by instilling a love of art and design exploring the range of careers the subject can lead to.

**Our Art and Design Principles**

Our school’s Art and Design principles are based on consultation with staff and children. They are our vision for Art and Design. These principles are displayed and discussed when we are studying Art and Design.

Good Art and Design is:

* To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
* As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and other cultures.
* To produce creative work, exploring their ideas and recording their experiences, using problem solving skills to modify their work.
* To become proficient in drawing, painting, sculpture and other art, craft and design techniques
* To evaluate and analyse creative works of themselves and others using the language of art, craft and design.
* To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
* Clear and appropriate cross-curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to ‘hands on’ situations in a purposeful context.
* To develop a sense of enjoyment and pride in their ability to create by nurturing creativity and imagination through designing and creating.
* To enable children of all abilities to enhance self-esteem and emotional well-being through success in using taught skills.

**Implementation**

The art and design curriculum at Hetton Lyons Primary School is based upon the knowledge and skills stated in the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Art and design is taught as part of a topic to ensure a well-structured approach to this creative subject.

Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers use this document to plan their art and design lessons. Skills, knowledge, vocabulary and suggested artists/craftspeople are provided for each topic but teachers are able to plan additional learning experiences suitable to their class’s interests to ensure lessons are engaging, broad and balanced. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Pupils are given the opportunity to learn through real experiences, practical demonstrations, and structured tasks and are given the opportunity to experiment using a variety of ideas and media in their sketchbooks. Sketchbooks play an integral role in allowing children to be freely creative and expressive and show how their ideas have developed and their progression throughout a unit of work. Children work both independently and collaboratively, enabling everyone to feel successful and we place great emphasis upon the links between art, expressing feelings and emotional well-being. We teach that art is subjective and in the eye of the beholder. We nurture artistic talent and develop their transferrable life skills such as the creative use of imagination and language, considered risk taking, co-operation, flexibility, responsibility and leadership skills. This helps to raise self-esteem and a feeling of self-worth in our children. From an early age, pupils are encouraged to evaluate and respond to art work using visual language and to make informed comments about their own work and that of others. Learning experiences incorporate drawing, painting, sculpture, 3D/sculpture, printing, textiles and digital art. They are provided with activities which develop their experience of tools, techniques, media, language, line shape, colour, texture and pattern. They are taught how to use tools safely and how to organise and care for materials and equipment. Children are given the chance to meet and/or work with artists, designers and craftspeople and are given the opportunity to visit local art galleries during educational visits. We make further links to career paths in the arts through ‘Fridays are..’ when we cover aspirations. Wherever possible, cross-curricular links are made to other subjects and link are made to our own cultural heritage and that of others. We incorporate a focus on local sources of examples of art, crafts and design work. We are a registered Arts Award centre and children are offered the chance to attain the Arts Award at Discover level. We are currently working towards the Artsmark award.

At Hetton Lyons, pupils are given a voice in the art and design curriculum through our art ambassadors. They hold frequent meetings to feedback to the art lead, help to organise art events within school and plan and deliver some art lessons to their peers with the support of the art lead and their class teacher. They help to set up and art lessons, play a role in the support others in class and have additional opportunities to meet with artists, craftspeople and designers. Arts ambassadors are selected by the class teacher and are identified as children who have a real enthusiasm and love of art and they provide a diverse range of abilities, talents and ideas. We offer extra-curricular art activities and art is celebrated in school through high-quality displays.

**The importance of Art and Design in the curriculum**

Art and design promotes personal expression, cultural understanding, creative and practical responses, promotes imaginative risk-taking to provide solutions to our material, emotional, social and virtual worlds. We aim to inspire, engage, and challenge pupils of all ability ranges, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own pieces of art, craft and design. We equip pupils with the skills to enable them to think critically and creatively through opportunities to investigate and evaluate a wide range of creative outcomes. Art encourages children to examine their own thoughts, feelings, emotions and personal reactions towards a piece of art and enables them to express themselves through the language of art and its visual aspects. We feel this is especially important for children and their levels of self-worth and emotional well-being. It is our aim to enable our pupils to go out into the adult world as well-rounded individuals with the confidence and the ability to understand and contribute to the culture, creativity, economic success and emotional well-being of our society.

**Early Years Foundation Stage**

The different aspects of Art and Design are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Understanding the world, Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Reception teachers plan quality-learning opportunities for art and design using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences. Children are shown early on how to correctly use art materials and to treat them with care and respect.

**In Keys Stages 1 and 2 we follow the National Curriculum.**

**Key Stage 1**

Pupils should investigate explore and start to develop their understanding and control of simple techniques as they begin to look at and talk about the work of artists, craftspeople architects, film, media makers and designers in local, as well as a variety of different national, cultural and industrial contexts.

Through a variety of creative, discursive and practical activities, pupils should be taught:

* the knowledge, understanding and skills needed to engage with and participate in a process of self-expression and personal response;
* to develop a basic level of understanding and technical skill in the key processes of drawing and mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.
* to use a range of materials creatively as they investigate, experiment and explore materials and processes informing the way that they design and make products and expressive outcomes
* to use drawing, painting, sculpture to develop and share their ideas, experiences and imagination
* to use a range of processes which include digital media and 3 dimensional work 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
* To look at and talk about the work of a range of artists, craft makers, architects 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.

Pupils should be taught:

* to use sketch books to record their observations and use them to review and revisit ideas
* Understand that a sketchbook can contain such sketches, but is far more than this. A sketchbook is the term we give to a creative journal or visual diary that provides the space for pupils to draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, compose, communicate, act creatively to support through diverse forms of design the creative process they are engaged in.
* To develop design skills through research, investigation, exploration and experimentation, learning how to document and record their thinking and ideas; suggesting alternatives, speculating, hypothesizing to develop imagination and ideas for alternatives and improvements in their own work.
* Sketchbooks are valuable to teachers as part of the assessment process as they document the thinking and creative actions of the pupils. Verbal feedback in the moment is more important and more valuable to pupils than a mark or grade.
* To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
* To develop and evaluate a variety of art, craft and design techniques, to include drawing, painting and sculpture with a range of materials e.g pencil, charcoal, paint clay and digital technologies, and make work in a range of different media and in 2 and 3 dimensions.
* To learn about great artists, architects and designers in history. Through reading, speaking and listening, pupils share and document their developing views and ideas, to understand why artists and designers work in the ways that they do, make decisions and use this to inform their own creative actions.

**Expectations**

By the end of Early Years Foundation Stage, the performance of most pupils should be working within the Early Learning Goals.

By the end of KS1, the performance of most pupils should be Year 2 Expected level.

By the end of KS2, the performance of most pupils should be Year 6 Expected level.

**What do we aim to do?**

Through the Art and Design curriculum, we aim to encourage children to become confident artists who can freely express themselves and to develop an enjoyment, understanding and appreciation of art. We aim to:

* Give the children the opportunity to learn through first-hand experience by studying established artists or craftspeople, visiting an art gallery, by experimenting and exploring new materials, techniques and equipment and expressing these in their sketchbooks.
* Teach art and design through a variety of individual, group and whole class teaching, providing equal learning opportunities for all children through a broad and balanced curriculum with a clear progression of skills.
* Embrace children’s existing ideas, experience and knowledge and continue to value and develop them through the ability to observe, investigate, respond to and record and communicate their ideas through personal expression.
* Develop visual literacy skills when evaluating and discussing artwork
* Revisit and build upon skills and knowledge previously learnt
* Be able to identify and apply the key elements of art and design and recognise the different forms that they can take in everyday life.

**Metacognition**

Learning is a change to long term memory and if nothing has been altered in long term memory, nothing has been learned. Each year group is provided with key vocabulary, skills and knowledge that they children should have a clear and deep understanding of upon completion of the unit of work and should be revisited and recapped frequently in order for children to understand how their skill progression takes place.

**How will we fulfil our aims?**

**1. Curriculum Provision**

In the Early Years Foundation Stage, Art and Design will be accessed through various areas of learning. Activities are available daily with additional experiences provided through a specific topic focus. Observation of children’s interests and activities also informs planning and provision for this area of learning.

Art and Design is a foundation subject and part of the National Curriculum. Pupils at both KS1 and KS2 must undertake Art and Design in line with the set out objectives through specific blocked work linked to a topic focus. Each year group has an aspect of the art and design curriculum linking to a specific topic or focus which includes suggested artists, vocabulary and the skills and knowledge to be taught. While teacher have some creative freedom to adapt the manner in which they deliver these skills, the correct progression and curriculum coverage must be completed by each year group. The school places a high emphasis on the development of pupil’s skills as well as the specific knowledge needed to be acquired within each year group.  In all art and design lessons, the skills are taught alongside the knowledge and understanding.

**2. Teaching and Learning**

The teaching of Art and Design offers opportunities to support the social and emotional development of our children through the way we encourage them to interact with each other in lessons. Group work and pairs allow children to work together, discuss and share their ideas, discoveries and feelings about their own work and that of work of others. Their work helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. Children learn to respect and work with each other and with adults, developing a better understanding of themselves and of each other. We encourage them to remember that art is subjective and comes in a variety of forms and genres. Through the contexts of their art experiences and the choices they make through experimental processes, the children develop an understanding of different mindsets, perspectives and cultural issues. They discover how use of colour, tone, perspective and shape can influence the mood a piece of art conveys. They begin to consider the aesthetic, social and moral implications on their decision-making and develop spiritually, emotionally, socially, imaginatively and creatively through their shared learning experiences.

**3. The Learning Environment**

The classroom environment both supports and enriches the learning of all children during art sessions. We aim to provide a learning environment where children feel safe and secure where creative risk taking and problem solving is encouraged and their ideas, suggestions and work are valued by all.  In art and design we encourage children to work collaboratively, sharing their thoughts, feelings and discoveries with each other as the lesson progresses and were everyone has the opportunity to celebrate their achievements. Many children express that they enjoy the feeling of calmness and well-being they experience in art lesson and some staff promote this by quietly playing music as the children work. Artwork is celebrated and displayed prominently throughout the school.

**4. Inclusion and Equal Opportunities**

Planning at all levels ensures that account is taken of race, gender and special needs e.g. resources, both human and physical, and a range of teaching methods are deployed to promote inclusion for those children with ESBD, physical and sensory disabilities, language and communication difficulties or learning and cognition difficulties.

• Art and Design is taught within the guidelines of the school’s equal-opportunities policy.

• We ensure that all our children have the opportunity to gain the skills and knowledge in art and understanding regardless of gender, race, class, physical or intellectual ability.

• Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

• Our resources, both human and physical, and a range of teaching methods are deployed to promote inclusion for those children with ESBD, physical and sensory disabilities, language and communication difficulties or learning and cognition difficulties.

• We recognise our greater depth children in art and we aim to challenge and extend them. Equally, we recognise those who find art beneficial to their emotional well-being and the ability to express or communicate themselves where they might otherwise find this difficult. These children are offered the opportunity to be art ambassadors or take part in extra-curricular art activities.

**5. Assessment**

Assessment is based on a combination of teacher assessment, peer assessment and pupil self-assessment. Teachers do not mark work in sketch books but provide valuable verbal feedback at the time the lesson is taking place. All work is recorded in sketchbooks and where a final piece is too large, photographic evidence is provided. Staff use the key skills assessment for painting, printing, drawing and 3D work for each year group against a final piece to assess if the children are at the expected level of attainment, working towards or exceeding. This should be used to inform the End of Year Reports, which give an outline of skills achieved and areas of learning children are working on and showing expected progress in. The art lead monitors the coverage of art in each year group and takes examples to demonstrate the progression throughout school.

**6. Resources**

Primary resources such as paint, paper, PVA, graded pencils are stored in the main resource room although some specialist equipment is stored by the art lead. It is important to ensure that resources are labelled, tidy and ready for use. Children must be taught to use resources carefully and with respect so that they are in good condition for others to use. Where resources are in a full set, these must be returned in complete form and correctly cleaned where applicable. Art resources are expensive and their appropriate use needs to be carefully thought out. Management of these resources are carried out on an annual basis and reviewed half way through the year. Each year group is given a requisition form where they will request any specific resources needed for their planned sessions and it is expected that if staff use up stock that they inform the art lead so that more can be ordered if necessary. The art lead orders all art and design materials.

**7. Safeguarding and Health and Safety**

* Teachers will teach the safe and correct use of equipment and materials and insist on good practice.
* Children will be encourage to keep a neat and tidy workspace to avoid trips, spills etc.
* Children will be taught how to recognise and control possible risks.
* For any off-site visits, risk assessments will be undertaken by the class teacher on Evolve.
* Where artists or craftspeople come into school to work with children, the school safeguarding policy must be adhered to.
* Pupils must be strictly supervised in their use of equipment at all times.
* Equipment and materials must be stored safely when not in use.

**The class teacher must carry out risk assessments where a risk is identified or is deemed appropriate.**

**8. Cross Curricular Links**

Art and Design provides a natural opportunity for children to practise and improve basic skills such as spoken language, fine motor and manipulative skills, and observational skills. There are also many opportunities for children to apply knowledge and understanding from maths, science, ICT, DT and literacy skills. When studying art from other countries or cultures, there are links to geography, RE and PHSCE.

**9. Trips and Visitors**

At Hetton Lyons Primary School we recognise the value of experiencing art and design through real-life, hands on experiences. The art lead encourages teachers to book visits to local art galleries and museums wherever possible by providing a comprehensive list of exhibition and workshops available each year in the locality. Staff are encouraged to look for examples of art and design in the environment and local area for children to study and we book artists to come into school to deliver sessions to pupils. Where artists deliver sessions, it is expected that class teachers use this as CPD and apply these skills in other contexts within the year and share such skills with other staff.

**10. How is Art and Design monitored and evaluated?**

The subject leader will coordinate the implementation of the school Art and Design progression document and monitor progress against the targets identified in the Art and Design action plan and the key skills assessment document. Sketchbooks are scrutinised by the subject leader on a regular basis and examples of progression are taken. Planning is monitored to ensure it follows the statutory requirements of the National Curriculum and that it takes account of the range of pupils at our school and is appropriate to our needs. Evidence and quality of wall displays and pupil voice also provide valuable information about Art and Design being undertaken.

**Impact**

Within art and design, we strive to instil an appreciation and enjoyment of the arts, enriching the children’s learning experience through the use of a range of hands-on experiences. Our art and design curriculum is enjoyable, high quality, well thought out and is planned to demonstrate clear progression of knowledge, skills and key vocabulary. Our whole school approach ensures that:

* Children achieve their end of year and key stage expectations.
* Children have gained relevant key facts, vocabulary, knowledge and skills specific to the primary Art and Design curriculum.
* Children can question and reflect upon artistic themes, ideas and processes and make links to their prior knowledge and experiences.
* Children will be able to talk about an established artist/designer/craftsperson that they have studied and be able to discuss their work and reflect upon their thoughts and feelings about it.
* Children will be able to explain and evaluate the processes they have taken drawing on their knowledge and skills learned throughout.
* Children will be able make links to experiences in learning that would prepare them for adulthood and the wider world.
* Children share their voice often and it is used to develop the Art and Design curriculum further.

**Policy Review**

This policy will be reviewed by the governing body as part of its regular review of policies or when there is a change in assessment or curriculum.

Policy Written by: Phyllis Barrow

Date presented to the Governing Body: March 2020 Date of next review: March 2022