

Art and Design Policy

Duke Street Primary School

Rationale

At Duke Street Primary School, we believe that Art and Design is an essential part of a broad and balanced curriculum. High-quality art education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Art stimulates creativity, imagination and inventiveness. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and a range of materials, media and processes. Through studying artists, craftspeople and designers from different times, places and cultures, children develop an understanding of the diverse world around them and learn how art reflects and shapes our history and culture.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children's Laureate

Art is not taught in isolation, although it retains its own disciplinary knowledge and creative processes. Wherever possible, meaningful links are made with other curriculum areas to deepen understanding and provide rich contexts for learning. As a school, we value and celebrate children's creativity, displaying artwork throughout the school environment and recognising artistic achievements both in and beyond school.

Curriculum Intent

Our Art and Design curriculum aims to:

- provide a broad, balanced and progressive curriculum that develops children's knowledge, skills and understanding in art, craft and design;
- foster creativity, curiosity, resilience and independence;
- develop pupils' ability to think critically and evaluate their own work and that of others;
- provide opportunities for children to explore and express ideas, feelings and experiences visually;
- develop children's understanding and use of subject-specific vocabulary;
- expose pupils to a diverse range of artists, designers and craftspeople from different cultures, periods and backgrounds;
- enable children to develop technical proficiency in drawing, painting, sculpture and other artistic disciplines;
- provide opportunities for pupils to revisit and build upon prior learning, ensuring progression across all year groups;
- develop children's cultural capital and appreciation of the contribution that art makes to society.

Curriculum Implementation

Teaching and Learning

Art is taught through carefully planned units that ensure progression in both substantive knowledge and disciplinary skills. The curriculum is designed so that children revisit key concepts and techniques, enabling them to build upon prior learning and develop increasing confidence and mastery.

Lessons provide opportunities for pupils to:

- explore and generate ideas;
- investigate and experiment with materials and techniques;
- develop technical skills;
- evaluate and refine their work;
- study and respond to artists, craftspeople and designers;
- create purposeful final pieces that showcase their learning.

Children are encouraged to take risks, make creative choices and understand that the artistic process is as important as the final outcome.

Subject-specific vocabulary is explicitly taught and revisited to enable pupils to discuss, analyse and evaluate artwork with increasing confidence and accuracy.

Cross-curricular links are made where meaningful, enabling pupils to make connections across their learning whilst maintaining the integrity of Art as a distinct subject.

Early Years Foundation Stage (EYFS)

Art and creative experiences are delivered through the Expressive Arts and Design area of learning, whilst also contributing to Physical Development, Communication and Language and Understanding the World.

Children are provided with rich opportunities to:

- explore and use a variety of media and materials;
- develop fine motor control and manipulation skills;
- experiment, investigate and express their ideas creatively;
- engage in both adult-directed and child-initiated artistic experiences.

The learning environment encourages independence, curiosity and creativity, allowing children to develop confidence in expressing themselves through art.

Key Stage One and Key Stage Two

The National Curriculum forms the basis of planning. Long-term plans and progression documents ensure that pupils develop knowledge and skills progressively across the school.

Pupils are taught to:

- produce creative work, exploring ideas and recording experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using artistic vocabulary;
- know about great artists, craftspeople and designers and understand the historical and cultural development of their art forms.

Children are provided with opportunities to work individually and collaboratively and to experience a wide range of media and artistic techniques.

Inclusion and SEND

At Duke Street Primary School, we are committed to ensuring that all pupils can access and enjoy Art and Design.

Teachers plan lessons that are appropriately adapted to meet the needs of all learners. This may include:

- adapted resources and equipment;
- additional modelling and scaffolding;
- visual prompts and vocabulary support;
- alternative methods of recording;
- adult support where appropriate;
- opportunities for overlearning and revisiting key skills.

We recognise that some pupils may experience difficulties relating to fine motor skills, sensory processing or communication. Appropriate adjustments are made to enable all pupils to achieve success whilst maintaining high expectations and promoting independence.

Art provides valuable opportunities for pupils with SEND to communicate ideas, develop confidence and experience success.

Cultural Capital

Through the Art curriculum, children are introduced to a diverse range of artists, designers and craftspeople from different cultures, historical periods and communities.

Opportunities are provided for pupils to:

- visit galleries, exhibitions and local cultural venues where possible;
- engage with visiting artists and enrichment opportunities;
- appreciate artistic traditions from around the world;
- understand how art contributes to identity, community and society.

These experiences help broaden pupils' horizons and prepare them for future learning and life beyond Duke Street Primary School.

Art and Design Sketchbooks

Each child has an individual sketchbook or portfolio which travels with them throughout the year and evidences progression in learning.

Sketchbooks are valued as working documents and are used to:

- explore and develop ideas;
- practise and refine techniques;
- record observations;
- experiment with materials and media;
- collect inspiration and research;
- evaluate and reflect upon learning;
- demonstrate the artistic process over time.

Recording may include:

- drawings and observational sketches;
- annotations and evaluations;
- artist research;
- photographs;
- colour mixing investigations;
- samples of materials and textures;
- planning for final outcomes.

Sketchbooks celebrate individuality and creativity and are not judged solely on presentation or finished pieces.

Health and Safety

Health and safety is an integral part of Art teaching and learning.

Children are taught how to:

- use tools and equipment safely and correctly;
- recognise potential hazards;
- work responsibly with materials and resources.

Risk assessments are undertaken where appropriate, particularly when using specialist equipment or tools such as sewing needles, cutting equipment or glue guns.

Assessment

Assessment in Art is ongoing and informs future teaching.

Teachers assess pupils through:

- observation of practical work;
- discussions with pupils;
- review of sketchbooks and final outcomes;

- pupil self-assessment and evaluation.

Assessment focuses on pupils' development of knowledge, skills and understanding over time rather than solely on artistic ability or the quality of a final product.

Teachers use assessment information to identify next steps and ensure progression. End-of-year judgements are recorded in line with the school's assessment procedures. Photographs and examples of work may also be retained as evidence of learning and progression.

Monitoring and Evaluation

The Art Subject Leader is responsible for monitoring the quality of teaching and learning in Art through:

- reviewing planning and curriculum coverage;
- monitoring sketchbooks and pupils' work;
- pupil voice activities;
- learning walks and discussions with staff;
- analysing assessment information where appropriate;
- auditing resources and identifying future needs;
- providing support and professional development opportunities for staff.

Monitoring ensures that the curriculum is implemented consistently, progression is evident and that all pupils receive a high-quality Art education.

Curriculum Impact

By the time pupils leave Duke Street Primary School, they will:

- have developed a secure knowledge of a range of artists, craftspeople and designers;
- demonstrate progression in artistic skills and techniques;
- confidently use artistic vocabulary to discuss and evaluate artwork;
- show creativity, resilience and independence;
- appreciate the importance of art within different cultures and communities;
- have developed a lifelong appreciation and enjoyment of Art and Design.