



Ireby Church of England Primary School

Art and Design

Signed by:

_____  _____ Head Teacher

Date: 2nd October 2022

Next review date: October 2024 or sooner if required

School Governance:

Responsibility of the school leadership

Art and Design

Christian vision: 'Created to do Good' Ephesians 2:10

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them. We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

Our Aim

To build our children's Art and Design skills and knowledge so that they achieve specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being creative, thoughtful citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

Art and design

Our Intent

To think about the importance of art in our daily lives, you only have to stop and think what our world would be like without art! Art is about exploring our creative side. It is about looking at the world and expressing your ideas about it. It brings people joy, brightens our world and often makes us pause and reflect on important issues. At Ireby, we want all children to appreciate and enjoy art. It is not about right or wrong, it is about expression.

Our curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum has been written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learn about art and artists across cultures and throughout history.

Our art and design curriculum fully meets the national curriculum end of Key Stage attainment targets and also fully covers the National Society of Education in art and Design progression competencies.

Our implementation

Our art and design curriculum is organised around five strands:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists

- Evaluating and analysing

Units and lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout the units. Key Skills are revisited again and again with increasing complexity in a spiral curriculum. This allows pupils to revise and build on their previous learning. Units in each year groups are organised into four core areas:

- Drawing
- Painting and media
- Sculpture and 3D
- Craft and design

Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document ideas.

At Ireby, we understand that excellent teacher subject knowledge is at the heart of a great curriculum. Our resources are complimented by videos created by subject specialists who help teachers see art techniques modelled by experts and ensure the highest quality and develop teacher subject knowledge across the entire art and design curriculum.

Implementation will be in-line with our [Curriculum intent, implementation and impact policy](#).

Impact

The impact of our art and design curriculum is constantly monitored through both formative and summative assessment. Every lesson we teach has a clear Learning Objective and success criteria against which assess. We use a variety of teaching strategies such as quizzing, questioning and feedback (see our teaching and learning policy) to inform our assessments.

Throughout our art curriculum, we ensure that children are involved in the evaluation, dialogue and decision-making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making process, children not only know the facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and a growing understanding of how to improve.

After the implementation of our art curriculum, our children leave school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their art and design learning at Key Stage 3 and beyond.

The expected impact of our art curriculum is that children will:

- Produce creative work, exploring and recording ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language
- Know about significant artists and the historical and cultural development of art
- Meet the end of key stage expectations as outlined in the National Curriculum for art and design (see endpoints below)

Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Year 3/ 4 and Year 5/ 6 class.

In EYFS, Key Stage 1 and 2, the Art and Design curriculum is delivered through a weekly 2-hour lesson. Art rotates with Design technology each half-term. This enables us to achieve high quality outcomes.

Art and design is taught by qualified teachers. We invest in equipment and resources, including continued professional development, to support the delivery of our curriculum.

End points

Our Art and Design curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

Key Stage 1

By the end of Key stage 1, all pupils will be assessed against the following end points:

- To be able 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

By the end of Key stage 1, all pupils will be assessed against the following end points:

- Pupils should be able to use 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 use create sketch books to record their observations and use them to review and revisit ideas
- To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [including: pencil, charcoal, paint, clay]
- Explain about great artists, architects and designers in history and in other cultures

Our Curriculum design

Art and Design is planned on a two-year rolling programme for key Stage 1 and a two-year rolling programme for Upper and Lower Key Stage 2 in order to support our Christian vision and aims i.e to build knowledge and skills, commit these to memory and reach 'end points' identified above. It runs for ½ a term in each term, for 2-hours per week.

Key Stage 1 and 2 (Two-year rolling programme – KS 1, 2-year)

		Autumn Term		Spring Term		Summer Term	
CYCLE A	KS1	Painting	Digital Media	Textiles	Mechanics & Construction	Drawing	Collage & Materials
	KS2	Painting	Food	Sculpture	Mechanics & Construction	Collage	Digital Media
CYCLE B	KS1	Food	Print	Sculpture	Construction	Painting	Textiles
	KS2	Textiles	Drawing	Construction	Painting	Sculpture	Print

Greyed out boxes denote DT curriculum

Our sequence of learning

Units of work are carefully sequenced in order to support our aim to build children's Art and Design skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory. For example, formal elements of art, pattern, texture and tone, repeat in the autumn term from KS 1 and through KS 2. Likewise, sculpture skills are repeated and built upon throughout the curriculum. [Click here to find out more about the progression of skills and knowledge in Art and Design.](#)

Monitoring and evaluation of effectiveness of this policy

The headteacher and Art and Design subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our Art and Design leader will sample lessons during the year
Pupil voice	Samples on Art during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's Art and Design Policy and carry out reviews so that we can take account of new initiatives and research, changes in the DT curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.