



THE RACKHAM
C OF E PRIMARY SCHOOL

Art and Design Policy

Date: 1st September 2023

Policy number: SCH 057

The Rackham C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Purpose of the policy

This policy reflects the aims and values of Rackham C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment

- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website: www.rackhamprimary.com

Subject vision

At The Rackham C of E Primary School, our school Christian vision is:

‘Working together to be the best we can possibly be.’

At The Rackham Primary we place a high value on Art and Design and developing the children’s creativity.

We achieved the Silver Arts Mark Award in 2022.

We believe that Art and Design is a means through which children are able to develop skills, explore experiences and respond to visual images and further understand the world that we live in. It plays an essential role in the development of wider communication skills. Art and design offers opportunities to:

- Stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- Develop children’s understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate thoughts, feelings and meanings;
- Explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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, they should be able 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.”

National Curriculum 2014

Aims and outcomes

- To promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process
- To stimulate each child's creativity and imagination
- To enable pupils to become visually literate: to understand and use Art as means of communication
- To increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment
- To develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- To develop the pupils' aesthetic sensibilities and capacity for original thought
- To increase awareness of the role and purpose of art and design in different times and cultures
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control
- To develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum

Teaching and learning

Art and Design is taught from EYFS to Year 6 primarily using the Access Art Curriculum. See below.

Three Access Art units are taught per year in each year group and these may be supplemented by additional Art opportunities in other curriculum areas. For example, our annual RE and Art competition and discrete Arts Weeks.

Wherever possible, we endeavor to make creative links within our curriculum, while maintaining integrity to a well sequenced, knowledge and skills based curriculum.

Curriculum overview

EYFS

Creating with Materials ELG

Children at the expected level of development 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.

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
- 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.

Pupils should be taught:

- 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.

Teaching should ensure that the investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process. These aspects of art and design are developed through individual and collaborative work in two and three dimensions and on different scales, using a range of materials and processes, and through investigating the work of artists, craftspeople and designers

Planning

At Rackham C of E Primary School, we plan Art and Design using the Access Art Curriculum.

[AccessArt: Sharing Visual Arts Inspiration](#)

This ensures that robust long, medium and short term plans provide a well sequenced Art and Design Curriculum.

EYFS

Access Art outlines activities for EYFS that provide a foundation for the children to build on as they move through school.

The resources are grouped around 7 areas of exploration:

- What Can We See?
- How Can We Explore Colour?
- How Can We Build Worlds?
- How Can We Explore Materials & Marks?
- How Can We Explore 3d Materials?
- How Can We Use Our Bodies To Make Art?
- How Can We Use Our Imaginations?

Within each area Access Art have provided activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimuli.

Together these opportunities provide a foundation for pupils to develop skills further through the Access Art Primary Art Curriculum.

Key Stage 1

	Autumn Term	Spring Term	Summer Term
Year 1/2 CYCLE A	<p>Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p>Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>OR...</p> <p>Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.</p> <p>OR...</p> <p>Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.</p>	<p>Playful Making Exploring materials and intention through a playful approach</p> <p>OR...</p> <p>Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>
Year 1/2 CYCLE B	<p>Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p>Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p> <p>OR...</p> <p>Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lives.</p>	<p>Be An Architect Exploring architecture and creating architectural models.</p> <p>OR...</p> <p>Stick Transformation Project Explore how you can transform a familiar object into new and fun forms.</p> <p>OR...</p> <p>Music & Art Explore how we can make art inspired by the sounds we hear.</p>

Key Stage 2

Year 3/4 CYCLE A	<p>Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p>Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork.</p> <p>OR...</p> <p>Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p>Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p>OR...</p> <p>Making Animated Drawings Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.</p>
Year 3/4 CYCLE B	<p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p>Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> <p>OR...</p> <p>Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>	<p>The Art of Display Explore how the way we display our work can affect the way it is seen.</p> <p>OR...</p> <p>Sculpture, Structure, Inventiveness & Determination What can artists learn from nature?</p> <p>OR...</p> <p>Festival Feasts How might we use food and art to bring us together?</p>

Year 5/6 CYCLE A	<p>Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p>Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines. OR...</p> <p>Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. OR...</p> <p>Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.</p>	<p>Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. OR...</p> <p>Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>
Year 5/6 CYCLE B	<p>2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p>Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. OR...</p> <p>Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p>Brave Colour Exploring how artists use light, form and colour to create immersive environments. OR...</p> <p>Take a Seat Explore how craftspeople and designers bring personality to their work. OR...</p> <p>Shadow Puppets Explore how traditional and contemporary artists use cut outs and shadow puppets.</p>

Cross-curricular links

Art and Design shares links with many subjects, for example:

- English: Illustration and design
- Maths: Geometry and pattern
- Science – Patterns and the natural world
- RE: Art in other cultures
- ICT: Digital art work
- Geography: Maps and Art from around the world.
- History – Art, artists and craft persons through time.

At The Rackham we enjoy Art Weeks that are often planned in conjunction with another subject. E.g. Science and Art Week or Maths and Art Week.

Assessment and recording

Assessment

The Rackham Primary uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative Art and Design assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. This is done through observation and discussion.

Summative assessment

Summative assessment is completed yearly, based on the Art and Design skills that have been a key focus.

At the end of each school year, pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)

Judgements are made using Teacher Assessment of each child's approach to Art and Design, their understanding and discussion of art and artists, skill level, sketchbook and final pieces or work. Samples of work from each Year Group can be found on Teams.

Marking

Children receive regular feedback.

Sketchbooks and final pieces are not formally marked.

Recording

In Art and Design, pupils will record their learning in the following ways:

- Reception-Individual Learning Journey
- Sketchbooks
- Photographs of final pieces uploaded to Tapestry

Resources

Textbooks and other equipment:

- The Access Art Curriculum overview can be found on Teams. Staff have access to logins.
- Art supplies can be found in the Art Cupboard which is located in the corner of the library.
- Paper is stored in the Paper Cupboard near the Victorian entrance arched door.

External speakers, local museums, trips, after school clubs

- The Rackham takes part in the annual Cambridgeshire Schools Art Exhibition at the Babylon Gallery.
- We exhibit annually in the Witchford telephone box gallery.
- The Rackham enjoys getting involved in events such as the cultural Pop Up event organised by the Babylon Gallery and the annual Ely Arts Festival
- Trips to galleries and museums are actively encouraged.
- After School Clubs are actively encouraged and are well attended. For example art and sewing clubs.

Roles and responsibilities

Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject

- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Link governor

The link governor responsible for Art and Design at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Parents

The parent community at our school will:

- Make sure their children are prepared for learning

Inclusion

Teachers set high expectations for all pupils Art and Design They will use appropriate assessment to set ambitious targets and plan challenging and inspiring art projects for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Art and Design, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Art and Design

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy

Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher



Signed:

Date: 1st February 2024

Chair of Governing body



Signed:

Date: 1st February 2024