



The Reddings Primary and Nursery

School

Art and Design Subject Policy

Subject Statement

“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 (2013)

Aims

The core 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

National Curriculum (2013)

Skills and Knowledge

It is expected that children at The Reddings will be taught the matter, skills and processes necessary for them to progress within and between key stages. The following are the attainment targets set out in the National Curriculum (2013), and these will provide teachers with the requirements of curriculum coverage:

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

Planning and Progression

Within the three phases, (key stage 1 (Y1&2), lower key stage 2 (Y3&4) and upper key stage 2 (Y5&6) there is a requirement that children are taught the skills and knowledge of art, within the contexts of **painting, printing, textiles/collage and 3-d form**.

Contexts have been assigned to each year group by the subject specialist, but if teachers so wish, these can be swapped around within phases in order to better fit with the wider curriculum. The areas of **exploring and developing ideas, evaluating and developing work** and **drawing** should be ongoing within all year groups.

As the same contexts within which art is taught are repeated within each phases, it is important that progression is present within teaching and learning as children move through school. This will be achieved by there being a clear focus upon the skills being taught in art and design lessons. A set of skills for each of the contexts of art to be taught within each year group is set out in the Progression of Skills documents; these are centrally stored in the RMStaff → Subjects → Art →

End of Year Assessment Sheets (so called as they also provide the framework against which children are assessed (see **Assessment** section below)).

Teachers should refer to the Progression of Skills document for their year group, which will inform them of the contexts within which they are required to teach art over the year. These should be added to curriculum maps where they best fit. Further detail may be added to teachers' termly timelines, and the learning objectives for each context will inform the specific skills and knowledge to be taught.

Assessment

Assessment within art and design is predominantly ongoing and formative, and should be carried out by the class teacher in the form of verbal feedback. It should serve as a monitor of learning by helping children to identify their strengths and weaknesses and provide them with areas they need to work on.

In addition, it is a requirement at The Reddings, that teachers assess children individually against each art and design context and learning objective taught, in relation to whether they are working below, at or beyond age related expectations, noting any barriers to learning (RMStaff → Subjects → Art → End of Year Assessment Sheets). This data is submitted to the subject specialist at the end of each academic year.

Resources

The Reddings is very well resourced in terms of requirements to deliver the art and design curriculum. As well as class-based resources comprising of largely consumable items such as paint, there is a large stock of centrally stored materials and equipment. These are regularly topped up by the subject specialist.

Teachers are encouraged to make use of facilities and locations outside school in order to enhance the teaching of art and design.

Monitoring

Monitoring of art and design follows the requirements of the SLT, and might include pupil voice and consideration of displays, photographs and sketch books as evidence of curriculum coverage,

progress and attainment. This will be carried out by the subject specialist and will take place over the course of each academic year, being fed back to staff as necessary.

At the end of the academic year, the subject specialist will analyse the teacher submitted year group data in terms of percentages working at different stages, and collate this for the SLT and governors.

Renewal of Policy

This policy should be reviewed every three years. Should key changes occur in the curriculum or with art and design teaching pedagogy, the policy should be reviewed earlier if necessary.