

Subject Policy for Art and Design



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Policy Reviewed	Feb 2025
Next review	Feb 2026
Shared with Governors	March 2025
Signature of Chair of Governors	Signature of Headteacher

<u>Overview of Updates</u>		
<u>Date</u>	<u>Amendment</u>	<u>Staff</u>

Mission Statement

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

National Curriculum

The **Early Years Foundation Stage (EYFS)** strives to develop of a child's gross and fine motor skills, with Art being woven into this to prepare children for their learning in KS1. In the National Curriculum for EYFS, the emphasis is on encouraging curiosity, exploration, and developing foundational skills that will allow the children to learn about expression through art.

Pupils should be taught:

- **How to use a variety of media to make marks.**
 - Use different types of mark making techniques and resources to explore line.
- **About different colours**
 - To talk about and name primary colours.
 - Explore and talk about mixing colours and how these change.
- **How to create 3d objects**
 - Use explore using different items of different shapes and materials to build
 - To use different joining techniques to combine object together.

The National Curriculum for Art outlines the expectations for **Key Stage 1 (KS1)** and **Key Stage 2 (KS2)**.

Pupils in **KS1** should be taught to:

- 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.

Pupils in **KS2** 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 the skills:

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.

Purpose

The purpose of this policy is to outline the aims, intent, implementation, and impact of the art curriculum at Stubbins Primary School. It ensures that art is taught in a structured, engaging, and inclusive manner that fosters a lifelong interest in the subject while equipping pupils with essential art skills and knowledge.

Aims

This policy aims to:

- Support the delivery of a high-quality art education, ensuring continuity and progression in knowledge and skills from Early Years to Key Stage 2.
- Develop pupils' understanding and knowledge of the paradigms of art, key artists and key strands that feature across different artist's work.
- Gain and use a wide range of terms and vocabulary associated with art.
- Encourage critical thinking, and the exploration and evaluation of art.
- Promote inclusivity by reflecting diverse artists and artwork.
- Develop pupil's cultural capital by teaching them about significant artists and art movements.

Intent

At Stubbins Primary, we believe that Art and design embody some of the highest forms of human creativity and enriches our lives. Just as the artists express their thoughts and feelings through their artwork, by studying art, by inspiring creativity in our pupils, we believe that pupils are encouraged to connect with and share their opinions emotions with others in a positive way.

We are determined to ensure that every child develops their artistic skills, but also that they gain an understanding of great artists to inspire them. Our pupils are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The curriculum is structured to ensure pupils learn how artists differ around the world and understand the historical and cultural development of their art forms.

Our carefully designed art curriculum weaves the development of skills across the key art disciplines with a knowledge and understanding of common strands and themes used by artists. Our art curriculum is also designed to inspire a love and appreciation of art in a variety of forms. The children are taught to think and behave as artists, developing skills across a range of disciplines which repeat and progress throughout their time at Stubbins.

Through our carefully planned and sequenced curriculum, we provide opportunities for pupils to:

- Develop key skills across each area of art:-
 - Drawing/sketching
 - Painting
 - Sculpting
 - Printing
 - Textiles
 - Collage
- Learn about key artists from traditional, modern and contemporary eras.
- Develop an understanding of key art strands such as movement, portrait, emotion, colour, shape and repetition.

We have ensured our art curriculum aligns with many of our school's core values, in particular those of creativity, resilience, respect and curiosity. Through looking at a wide range of art and the stories of the artists who created them, children will develop their understanding and respect for different cultures, beliefs, and perspectives. By

studying how some artists have overcome personal challenges and used their art to convey personal meaning and messages, children are taught to develop their own resilience skills.

At our school, we aim to enrich the curriculum through wider opportunities such as themed days, artist visitors, links with the local community and gallery visits so that children at Stubbins leave school with an understanding of art beyond the classroom.

Implementation

At Stubbins, Art is delivered through subject specific teaching, organised into 3 half-termly units per year group. To achieve our intent, art is taught as a discrete subject within a carefully planned curriculum that ensures progression of skills and knowledge.

Art is integrated across all key stages to ensure a progressive and cohesive learning experience:

- **Early Years Foundation Stage (EYFS):** Children develop a sense of art by exploring and creating their own pieces.
- **Key Stage 1:** Pupils begin to explore significant artists and themes, explore colours and create simple shapes, both in 2 and 3 dimensions. Pupils are provided with the opportunity to explore a range of media. Children are taught specific vocabulary related to art and encouraged to respond to and have opinions about artwork.
- **Key Stage 2:** A more detailed study artists and themes, explore more complex colours, tints and shades and develop their use of shape and line both in 2 and 3 dimensions. Pupils will focus on using a wider range of media and encouraged to combine these to give a personalised response. Children will be taught to use a wider range of vocabulary appropriately to discuss their own response to artwork.
- **Whole School Approach:** Art is enriched through displays and cross-curricular projects that enhance engagement and deepen understanding. Art is also enhanced by exhibition and show case events held to share children's art. This also allows the development of the school core value of pride through these events. We also plan artist's visits into school, have links with people in the local community who work in creative areas and ensure children visit art galleries and museums to further develop a love and appreciation of art forms.

Our approach includes:

- A structured long-term plan ensuring full coverage of the National Curriculum.
- Thematic and chronological teaching approaches to support knowledge retention.
- Use of high-quality resources, including a variety of images, books, digital content and media.
- Study of artists and artwork that encourage children to respond to, evaluate and form opinions.
- Opportunities for experiential learning through trips, visitors, and practical activities.
- Regular assessment through formative and summative strategies, including quizzes, discussions, and project work.
- Continuous professional development for staff to enhance subject knowledge and effective teaching strategies.
- Use of high-quality teaching strategies, including modelling, scaffolding, and pre-teaching of vocabulary to support all learners.
- Areas of art linked to 6 key strands – line, shape, emotion, portraits, colour and movement. These reoccur across areas studied by the pupils and met in different ways. E.g. the children will meet movement when studying sculpture in Year 1, textiles in Year 3 and painting in Year 6.

ART	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Aut1				Drawing Sketches Printmaking Drawing Sketches			
Aut2		Drawing Sketches Printmaking Drawing Sketches	Painting Local Geography Painting		Painting Sculpture (3d) Painting		Painting
Spr1				Collage Sketches Printmaking			Painting
Spr2		Sculpture (3d) Sketches Printmaking	Textiles (weaving) Sketches Printmaking				
Sum1				Sculpture (3d) Sketches Printmaking	Printing Sketches Printmaking	Drawing Sketches Printmaking	Textiles
Sum2		Collage Sketches Printmaking	Printing Sketches Printmaking		Textiles Sketches Printmaking	Collage Sketches Printmaking	

Long Term and Medium Term Planning

Our art Curriculum has been carefully mapped out across a Long Term plan to show careful progression across the school. The subject has its own long term plan alongside year group curriculum documents which detail the skills, strands and order of teaching. Our art curriculum is a broad and balanced curriculum which has been carefully planned and sequenced to allow children to build children's knowledge and skills over time. It ensures the skills, knowledge and vocabulary are taught in a sequentially coherent way.

Medium term plans carefully show the knowledge and skills which must be taught within each unit. These plans provide the key vocabulary, prior knowledge and skills and clear learning outcomes for teachers to build their own weekly planning from.

Vocabulary

Staff will use and model explicitly the subject specific vocabulary related to the art unit being taught.

Knowledge Organisers

Knowledge organisers for each unit support pupils by providing a record of the key knowledge, skills and subject specific vocabulary learned, encouraging the recall and helping the children's learning to stick. It also shows how knowledge and skills are built upon through the year groups.

Resources

We use images of artists work as primary sources in art lessons. We welcome and actively encourage visitors to join us to share their skills, experience and knowledge of art and use artists to enhance our curriculum offer.

Impact

Our art curriculum is designed in such a way that children can talk confidently about what they have been learning in art and the skills they have developed. Children are engaged in lessons and can recall their learning over time using subject specific vocabulary. Across the school, sketchbooks evidence that art is taught at an age-appropriate standard and shows progression of skills.

Our curriculum is bespoke to our school and is designed to form a strong foundation for pupil's study of art at Key Stage 3 and beyond.

Children will:

- be able to talk about artists, strands and skills they have been taught.
- have a clear chronological understanding of the periods of art – traditional, modern and contemporary.
- be able to discuss how art makes them feel and their preferences in a respectful way.
- meet the end of key stage expectations outlined in the national curriculum for art.

The impact of our art curriculum is reflected in pupils who:

- Develop a deep understanding of art skills and concepts and can articulate their knowledge confidently.
- Can share their knowledge of key artists and discuss their art style.
- Appreciate the value of art as a high form of personal expression.
- Show progression in their art knowledge and skills, as evidenced through assessment data, discussions, and work produced.
- Are well-prepared for the next stage of their education with a secure foundation in art skills and knowledge.

Assessment Opportunities

Stubbins is developing assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. The impact of our art curriculum will be constantly monitored through both formative and summative assessment opportunities. Art assessment is ongoing throughout to inform teachers with their planning of future lessons, activities and adaptive teaching. Summative assessment is completed at the end of each unit and used to inform leaders of school improvements or skills that need to be further enhanced.

Formative assessment

Formative Art assessment is ongoing throughout units to inform teachers with their planning of future lessons, activities and adaptive teaching. By holding discussions where children explain their thoughts, ideas and responses to art, teachers can assess children's knowledge of art. Through looking carefully at children's sketchbooks, teachers can assess children's progress in skills taught and support, scaffold and provide opportunities for extra practice in lessons.

Summative assessment

Summative assessment will be completed at the end of each unit and will focus on specific skills and knowledge taught initially in Sketching, Painting and Sculpture. These assessments are used to inform leaders of school improvements and inform teachers and leaders of the skills that need to be further enhanced. Summative assessment is completed termly, based on the art skills that the medium-term plan requires as a key focus.

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

- Working Towards the curriculum (WT)
- Working at Expected (EXP)t

Assessment in Art is ongoing and ensures that pupils are making progress. Other ways of assessing learning includes:

- **Teacher Observations:** Monitoring engagement, participation, and historical thinking skills during lessons.
- **Pupil Voice:** Encouraging children to reflect on their learning experiences and express their understanding of historical topics.
- **Work Scrutiny:** Reviewing pupils' art work to ensure progression and depth of understanding.

Regular monitoring, including lesson observations, pupil voice, and work scrutiny, ensures that our art curriculum is effectively delivered and continues to meet the needs of all learners.

Inclusion

We endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes.

We are committed to ensuring that our art curriculum is accessible and meaningful for all learners. This includes:

- Representing diverse voices and perspectives, including those of different ethnicities, genders, and socioeconomic backgrounds.
- Ensuring teaching materials reflect a balanced view of art, artists and styles to ensure a range of cultures and experiences are represented.
- Adapting lessons to meet the needs of all pupils, including those with SEND and EAL learners.
- Encouraging respectful discussions that allow pupils to express their thoughts and learn from each other's perspectives.
- Challenging stereotypes and promoting a broad, inclusive understanding of cultures.
- Providing opportunities for SEND pupils through tailored support, including visual aids, hands-on learning experiences, and adapted resources.
- Implementing high-quality teaching strategies such as scaffolding, modelling, and pre-teaching of key vocabulary to support understanding and accessibility for all learners.

Additionally, promoting awareness of the Protected Characteristics outlined in the Equality Act 2010 ensures that pupils understand the value of diversity and respect for others. This includes fostering an appreciation for differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, helping students develop a respectful and inclusive attitude towards everyone.

For example at Stubbins, here are some of the ways we do this

1. **Age:** In art lessons, children could learn about different paradigms of art and the experiences artists from different eras
2. **Disability:** Pupils could study figures who overcame disabilities and challenges to promote respect for and an understanding of their contributions to society.
3. **Gender Reassignment:** While this may be a more sensitive topic, pupils could explore the artists who focus on gender in their work and how this is portrayed. Lessons could explore gender as a concept and how societal views on gender identity have changed over time.
4. **Race and Religion:** Teaching about art from different cultures, for example Year 6's study of Islamic art can help students appreciate racial and religious diversity. Discussions could focus on the contributions of different cultural and religious groups to British society, fostering respect for all races and beliefs.

By weaving these themes into the art curriculum, schools can ensure that pupils not only learn about the past but also develop a deeper understanding of the values that shape a fair and inclusive society today.

Cross Curricular links

Art provides valuable opportunities for learning across different subjects, including:

- **English:** Developing art skills inspired by books and themes read. By linking art to texts, children can explore emotions and personal responses to ideas and values.
- **Geography:** By linking art to geography lessons, children can explore a wide range of themes such as colour, line and texture.
- **History:** Exploring historical art movements, architecture, and cultural influences on artistic expression.
- **PSHE and Citizenship:** Using lessons as a stimulus, children can begin to explore more abstract ideas such as emotions and respond to these ideas in their art.

Links to Other Policies

This policy should be read alongside the following policies:

- Teaching and Learning Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality and Diversity Policy
- Assessment Policy
- PSHE and Citizenship Policy
- English Policy
- Geography Policy