



"Let Your Light Shine"

**Frieth C.E.C. School
Art and Design Policy**

Date implemented:
Member of staff responsible: Krisztina Tyzack
Designated Governor: Laura Stone

Headteacher's signature

Review date: April 2024	signed:	date:
Review date:	signed:	date:
Review date:	signed:	date:
Review date:	signed:	date:

Frieth School Vision statement:

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

Art and Design Vision Statement:

Developing self-expression, creativity and the ability to interpret the world around us as global citizens.

Values:

These are the Christian Values that you believe are both taught and learnt in our school.

Kindness
Honesty
Creativity
Responsibility
Resilience
Respect

Intent

Introduction

At Frieth Church of England Primary School pupils will learn that 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 Aims:

Key Stage 1 & 2

The national 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

Key Stage 1 National Curriculum attainment:

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 National Curriculum attainment:

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

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Implementation

Art and design Curriculum and scheme of work

Planning

The long-term plan and scheme of work for art and design incorporates the primary National Curriculum and the Early Years Foundation Stage Statutory Framework (January 2024). The half-termly units in KS1 and KS2 are based on the 'Suffolk Scheme of Work for Art for KS1 and KS2' document and cover the areas of drawing, painting, printmaking, collage, textiles and 3D. Class teachers will plan appropriate tasks for their pupils using a wide range of additional resources available. Teachers may adapt and modify their plans as necessary to suit their own needs and requirements or make cross-curricular links. However, any modifications must be in line with the National Curriculum.

Art and design teaching and learning

Class teachers plan their lessons based on the long-term plan and resources provided, but adapting the objectives to suit the stage of development for the pupils in their class based on the Frieth art and design progression documents. Art and design is taught in groups or as a whole class. Art and design lessons are generally timetabled on a weekly basis, although there may be times where the lessons are blocked to provide more time to develop a deeper breadth of learning.

SEND

We are an inclusive school. As with all subject areas, delivery of Art and design is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during Art and design lessons where appropriate to their needs. Lesson planning will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in Art and design as they may do in other core subjects.

Health and Safety

The school's Health and Safety Policy must be adhered to at all times. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks

Spiritual, Moral, Social and Cultural Development

The Art and design curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Frieth through:

- their sense of enjoyment and fascination in learning about themselves, others and the world around them
- their use of imagination and creativity in their learning
- their willingness to reflect on their experiences
- their interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- their willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

- their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Equal Opportunities

All children are valued for themselves and taught as equals regardless of race, gender, ability or disability. Through planning the Science curriculum with differentiated tasks, either by task or outcome, all children have access to the curriculum, including children with Special Educational Needs.

Related policies:

Learning and Teaching
 Assessment
 Curriculum
 Health and Safety
 Equal Opportunities
 Computing

Impact

Recording

Children's work in art and design will be recorded and kept in a variety of ways including sketchbooks, photographs of their projects, digital work saved online and artefacts on display.

Assessment

The Frieth the Art and design progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context.

Formative Assessment

Teachers assess progress in art, craft and design through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge, teachers listen to pupils talking about art, and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement

across all four of the progress objectives: Generating Ideas, Making, Evaluating and Knowledge.

Summative Assessment

At the end of each school year, pupils will be assessed within one of the following bands: pre-key stage (PKS), working towards (WT), working at expected (EXP) and working at greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP.

Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their year group.

Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their peer group.

Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.

Reporting

A final summative assessment for Art and design will be reported to parents within the annual school report.

Monitoring

The Art and design subject leader is responsible for the monitoring of Art and design teaching, learning and outcomes across the school. In the event that there is no Art and design lead, the responsibility devolves to the Senior Leadership team. Art and design is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, learning walks and pupil interviews.