

Cleveland Road Primary School

Art and Design Policy

Revised Spring Term 2025

Signed _____ Chair of Governors

To be reviewed Spring Term 2026

Cleveland Road Primary School

Art and Design Policy

Introduction

This policy outlines the teaching, organisation and management of Art teaching and learning at Cleveland Road Primary School.

The policy has been drawn up by the Art Subject Leader, in consultation with members of the school's teaching staff, and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff, under the direction of their year group leaders. The responsibility for monitoring and reviewing Art teaching and learning rests with the ULT and the Art Subject Leader.

Rationale

Creativity brings into existence new ideas, original ways of doing things and new creations of all kinds. Art is essential to prepare pupils to participate in tomorrow's rapidly changing world. Teachers encourage children to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively.

Art, craft and design embodies some of the highest forms of human creativity. A high-quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge, skills and techniques to experiment invent and create their own works of art, craft and design. At Cleveland Road Primary, pupils are supported 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.

Art and Design at Cleveland Road Primary provides opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

INTENT

Through our teaching of Art, we aim to:

- Provide every child and young person with opportunity to be inspired by the arts and achieve success through the art and design
- Strengthen partnerships and building new partnerships which make the arts sustainable and bring benefit to children, young people and the wider community
- Develop visual and tactile sensitivity and to encourage children to find satisfaction through use of their senses – noting changes.
- Allow pupils to make critical judgements and giving 'personal form' to thoughts, perceptions of the known/imagined world and artworks
- Engage with the development and learning of new skills, ideas, concepts, attitudes and feelings through the exploration of different materials and technical processes.
- Ensure pupils use these skills to complement and extend other areas of learning.

- Give the children the opportunity to understand their world by response to first-hand experiences.
- Encourage children and young people to work independently and in teams, to share arts experiences and present artworks to others.
- Ensure all children/young people are given an entitlement to a range of high-quality arts experiences, whatever their background and ability
- Ensure pupils have access to different cultures and traditions to develop understanding and respect.
- Encourage the children to think for themselves and develop self-motivation and discipline.
- Encourage independence and confidence handling, choosing and using media/techniques.
- Ensure pupils learn about Artists/Art History that has shaped the world today and develop an understanding of the role of the arts in society, including as a career.

IMPLEMENTATION

Curriculum

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

Planning

Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the skills and techniques that need to be taught in each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Medium Term Planning

Using the objectives from the National Curriculum and the school's progression document, teachers identify the learning objectives for each unit of work, matching possible teaching activities with learning outcomes and ensuring essential key skills and techniques are taught at least once throughout the year.

Short Term Planning

This is done on a weekly basis referring to Medium Term plans and mind maps.

Teaching and Learning

Early Years Foundation Stage

Creating with Materials:

Pupils are given opportunities to

- explore, use and refine a variety of artistic effects to express their ideas and feelings
- build on their previous learning, refining ideas and developing their ability to represent them.
- create collaboratively, sharing ideas, resources and skills.
- make use of props and materials when role-playing characters in narratives and stories.
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- celebrate their achievements by sharing their creations and explaining the process they have used.

Being Imaginative and Expressive:

Pupils are given opportunities to:

- express their feelings and responses to various art forms.
- make imaginative worlds with blocks and construction kits.
- to create drawings and paintings showing a variety of emotions.

Key Stage 1

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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:

- use art books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, and clay)
- study and learn about great artists, architects and designers in history.

IMPACT

As with all our subject teaching, we do not teach Art in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to:

- Improve pupils' skills in English, Maths, Science, History, Geography and Computing
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active and responsible citizens within their own and wider communities
- Provide adapted teaching and learning environment that extends our G&T and includes all learners.

Assessment

Teachers assess pupil's work in Art and Design by making assessments as they observe them working during lessons. Progress is recorded by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers record children's attainment using Target Tracker. Teachers then use the levels that they record to plan the future work of each child or group of children as well as to make an annual assessment of progress for each child, as part of the July report to parents/carers.

Recording

All children are required to use an Art book to record responses to direct experiences, memory and imagination. Each child should use the same art book throughout their stay at the school. Pupils are encouraged to annotate their work and the work of artists using artistic vocabulary provided in the progression document. All work should be recorded in art books including photographs of any 3D work created and photographic work. 3D work should be planned in sketchbooks. Photographic evidence should reflect the progression of skills and techniques learnt.

The Art Subject Leader will:

- Review the school's policy statement and progression document.
- Order materials/resources and monitoring appropriate usage and storage.
- Advise, monitor and encourage continuity and progression throughout the school.
- Prepare and conduct school-based INSET and induction.
- Monitor, organise and review display around the school, and display policy-noting good practice.
- Keep abreast of developments and keep others informed.
- Provide support in areas of specific concern to teachers.
- Liaise and monitor quality of work/teaching - noting good and outstanding practice and collecting examples of work that reflect a range of abilities.
- Update staff with a list of resources and pass on information.
- Have art advocates in place and meet regularly about the children's wants and interests of art.

Resources

A resource audit and purchase are carried out annually. Before new stock is ordered, teachers fill out request lists based on specific needs for their future art lessons. There are both central resources in the art cupboards and also some supplies are kept in individual classrooms.

- All resources are kept in the art and cupboard, which is in the lower hall and middle hall. These cupboards are kept locked and the art subject leader and Arts Team have the keys. Please request any resources via e-mail to the 'Arts Team' at least one week in advance.
- Some pictures /resources appropriate for each year group are also stored in the art cupboards. In addition, the school library contains books about techniques and artists.

Classroom Organisation

There should be a recognised 'Art Area' in the classroom, where well-labelled materials and resources are made available. These should be easily accessible to children so that they can develop independence in locating and using classroom resources. Resources should be organised which encourages pupils to be independent, have free choice of appropriate materials suitable to their purpose and handling them with a sense of responsibility including clearing and clearing equipment. Pupils should wear aprons where appropriate.

Health and Safety

Equipment and in classrooms should be stored and used in accordance with the *Health and Safety Policy*. Staff must only use equipment that they have received appropriate training to use. The Art subject leaders can provide additional training. Children must be appropriately supervised when using art equipment. In particular, hair should be tied back in batik work. Batik should be supervised one to one by a responsible adult.

School Trips/Competitions/Outside Agencies

Any school trips arranged for art and design must be thoroughly planned using the schools *Risk Assessment Policy and School Trip policy*. The Art subject leaders will pass on information to promote gallery trips and exhibition visits. Pupils take part in competitions arranged by Redbridge and other organisations. Teachers must follow the GDPR regulations when entering.

Home School Links

- Opportunities should be available for children at home to create, investigate and practise skills, research information and use computing where possible. (via newsletter, parent hub, schools twitter)
- Parental help and support should be encouraged.

Equal Opportunities and Special Needs (including Gifted and Talented)

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning, where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils. In all classes there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

The UNICEF Rights Respecting School Framework

We are proud to be working within the UNICEF Rights Respecting School framework. Ensuring that children understand their rights and responsibilities as per the United Nations Convention of the Rights of the Child is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the United Nations Convention of the Rights of the Child are made explicit through the teaching of the curriculum.

Policy Reviewed: Spring Term 2025

Date of next review: Spring Term 2026