



Art and Design Policy

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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The national curriculum
4. Cross-curricular links
5. Teaching and assessment
6. Equal opportunities
7. Monitoring and review

Statement of intent

Rushton CE First School recognises the importance of art and design education and its role in engaging, inspiring and challenging pupils. This policy will ensure the school complies with the national curriculum and helps to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: art and design programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced art and design curriculum is implemented in the school.
- Ensuring the school's art and design curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's art and design curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the art and design curriculum.
- Ensuring all pupils are appropriately supported.
- Monitoring the learning and teaching of art and design, providing support for staff where necessary.
- Providing staff members with the appropriate training.

The teachers will be responsible for:

- Preparing and reviewing curriculum plans and schemes of work for art and design.
- Reviewing changes to the national curriculum and advising on their implementation.
- Organising art resources.
- Linking art and design to other curriculum areas.
- Monitoring the progress of pupils in their class.
- Undertaking any training that is necessary to teach the subject effectively.

3. Our Art Curriculum

At Rushton CE First School we use the AccessArt Primary Curriculum. The AccessArt Curriculum helps schools deliver a rich and exciting visual arts curriculum which meets the needs of the current National Curriculum for Art. It enables teachers to grow in understanding, experience and confidence when teaching art, by supporting staff in how best to teach visual arts. It sets a bench mark for excellence in art teaching, so schools can be proud of their creative curriculum, and pupils and teachers can enjoy the journey and outcomes.

The emphasis of the curriculum is on journeyful teaching and learning which empowers teachers and pupils to become confident creative decision makers. Teachers and pupils can grow with the curriculum, and the AccessArt Primary uses clear structures and access to resources which help teachers understand the 'why' as well as the 'how'.

The AccessArt Primary Art Curriculum is knowledge-rich, and pupils will learn a wide range of skills, develop understanding and show clear progression. But crucially, the knowledge and understanding pupils will build will go far beyond the technical and factual knowledge. The curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them.

The AccessArt Curriculum is about OPENING UP what art is, giving pupils have lots of different kinds of opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the art and design aspects of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. **Communication and language:** listening, attention and understanding; and speaking.
2. **Personal, social and emotional development:** self-regulation, managing self, and building relationships.
3. **Physical development:** gross motor skills and fine motor skills.
4. **Literacy:** comprehension, word reading, and writing.
5. **Mathematics:** number and numerical patterns.
6. **Understanding the world:** past and present; people, culture and communities; and the natural world.
7. **Expressive arts and design:** creating with materials; and being imaginative and expressive.

Pupils will be provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Pupils in reception will be taught to:

- 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.

During Years 1 and 2, pupils will 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 range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Years 3-4, pupils will 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.
- 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, e.g. pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.

4. Cross-curricular links

Where possible, the art and design curriculum will provide opportunities to establish links with other curriculum areas. This includes:

English

- Pupils are encouraged to ask and answer questions about the starting points for their work.
- Pupils can compare ideas, methods and approaches in their work with their peers.
- Pupils can utilise art when creating stories.

Maths

- Pupils can use their understanding of shape, space and measurement.

ICT

- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to research artists and designers.

Foundation subjects – Through our rolling programme of topics, teachers will make cross curricular links where they can.

5. Teaching

AccessArt Curriculum Pathways aim to connect Pedagogy-based resources and activity-based resources, together with external links to websites which explore chosen artists/themes, to form a flexible structure which teachers can navigate easily. Pathways follow tested pedagogical approaches and help build teacher understanding in addition to providing progressive projects.

Each pathway tells a story / forms a journey, for both teacher and pupil. Each pathway follows a particular format which promotes excellent teaching & learning:

Warm-up: Artists: Activity: Crit / Reflection

Artists: Materials: Activity: Crit / Reflection

Challenge or Brief: Artist: Activity: Crit / Reflection

The 36 Pathways follow a repeated rhythm, providing lots of time to balance repeated practice with new experiences, quiet approaches with active and dynamic activities, time to work alone with collaborative and community based activities... all geared to create energy and momentum throughout the year.

Resources

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources.

Health and safety

Appropriate risk assessments will be conducted for art and design lessons – control measures will be implemented to ensure activities can be undertaken safely.

Pupils will be taught how to use art and design tools and equipment appropriately.

Teachers have access to CLEAPSS (Consortium of Local Educational Authorities for the Provision of Science Services) for guidance regarding health and safety.

[HTTPS://PRIMARY.CLEAPSS.ORG.UK/](https://primary.cleapss.org.uk/)

Assessment

There are no national standards in Primary Art and Design, and as recommended by the AccessArt Curriculum, we use gentle, ongoing assessment based upon lots of conversation, to discover intention and understanding, as well as looking at outcomes of the journey and end result.

6. Equal opportunities

All pupils will be given equal access to the entire art and design curriculum.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the art and design curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary

The school will provide more academically able pupils with the opportunity to extend their art and design studies through extension activities such as extended practical and research projects.

7. Monitoring and review

This policy will be reviewed on a biennial basis by teaching staff in collaboration with the headteacher.