

Art and Design Policy for Lacewood Primary School



Approved by: Kelly Webster
(Chair of Governors)

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A Statement of Policy for the Art and Design Curriculum

At Lacewood Art and design stimulates children's creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children also learn to make informed judgements and aesthetic and practical decisions, whilst developing their individual creativity. They explore ideas and meanings through the work of artists and designers and through learning about the roles and functions of art. They also can explore the impact it has had on everyday life and that of different times and cultures through cross-curricular links within our whole school long term plan.

All aspects of our key principles at Lacewood Primary School underpin our curriculum, which promotes our school motto and ethos of always trying your best to be your best. Our curriculum is led by our whole school core principles of developing every child's learning characteristics, in line with our school learning buddy approach, of:

Co-operation and independence (Bee) 

Thinking skills and problem solving (Owl) 

Effort, resilience and commitment (Snail) 

Collecting ideas and making links in their learning (Squirrel) 

Intent

Our aim at Lacewood Primary School is to enable pupils to become creative and reflective learners, who are able to express themselves fluently and confidently in a variety of different ways.

When devising our long term progression plan for art, we identified 3 'Golden Threads' for the teaching of art within our curriculum:

Under these 'Golden threads,' Art and Design is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick. As a school, we fully recognise the importance of a repetition of knowledge and skills for children to make progression and have narrowed the coverage of techniques to ensure children develop skills and have regular, planned opportunities to practise producing quality work in these key areas.

1: The art of drawing and painting

2: The art of printing

3: The art of sculpture

The key concepts: line, shape, form, space, colour, tone, texture and pattern are embedded within our curriculum progression plans.

Aims and objectives of Art and Design

At Lacewood Primary school we aim to:

- Enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- Develop children's creativity and imagination through a range of complex activities.
- Improve the children's ability to control materials, tools and techniques.
- Increase their critical awareness of the roles and purposes of Art and design in different times and cultures.
- Develop increasing confidence in the use of visual and tactile elements and materials.
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, on a local and global level.

Organisation

Role of the subject leader:

The role of the subject lead is to:

- Take lead in policy development and to oversee the development of the long term development plan for art.
- Keep up to date with the developments in art.
- Disseminate information to colleagues.
- Collate samples of artwork across school to monitor standards and progress.
- Keep the school art and design section of the website up to date.

Planning

As part of our long term whole school curriculum plan, units of work (where appropriate) are linked to other areas of the curriculum in order to enhance children's understanding and ensure that children see a purpose to their work. Units of work are planned over a yearly cycle ensuring that, during their time at Lacewood Primary school, children experience the full range of opportunities available for art, providing breadth, balance and progression. Cultural diversity has also been considered when designing our art curriculum, thus ensuring children have the opportunity to study artists, works of art and techniques from a diverse range of backgrounds.

The Art curriculum has been designed around 3 'Golden threads':

Under the 'Golden Threads' Art and Design is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

1: **The art of drawing and painting**

2: **The art of printing**

3: **The art of sculpture**

The key concepts: line, shape, form, space, colour, tone, texture and pattern are embedded with our curriculum plans.

These 'golden threads' create many different opportunities for children to express their ideas visually, while also allowing for the seamless progression of knowledge and skills across the curriculum. Within their work pupils develop knowledge and skills that heighten sensitivity and enable them to experience control of the elements of art – colour, line, tone, texture, form, shape and pattern.

At Lacewood, children are given opportunities to experience different approaches to art, craft and design working individually, in groups and as a whole class alongside their class teacher or visiting artists.

Implementation

Teaching styles utilised for art are those deemed appropriate for the task, in which whole class and direct instruction methods are combined with group or individual methods. Children are encouraged to explore materials, involving first-hand experience wherever possible. Teachers will offer guidance and instruction on skills and processes where appropriate, while also fostering the development of children's individual creativity.

The Lacewood art planning cycle is utilised by class teachers as a guide to sequence activities planned:



At Lacewood, staff plan and structure a sequence of lessons following our lesson sequencing guide. This ensures they have planned to meet the knowledge and skills detailed in our progression document; required to meet the aims of the National Curriculum. Our art curriculum develops children's interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and by offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.

The National curriculum states that: '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.' Our Art and Design curriculum (where appropriate) has been structured in a cross-curricular way to effectively facilitate this, while also providing maximum inspiration to our artists. Art projects (where appropriate) are linked to a class topic theme to enhance the pupils' understanding of the key historical or geographical concepts covered. At Lacewood Primary School, each of our artists has their own sketch book, in which they can record ideas, practise new techniques and further refine their skills. A diverse range of Artists from different eras are studied throughout the school to give our artists a balanced knowledge and understanding of art, craft and design.

In EYFS, through Expressive Arts, children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. This is then refined and developed when the children reach FS2 as the children's actions become more accurate. Children are given

daily access to a range of creative provision, both indoors and outdoors. This is planned and resourced by the class teacher to provide the children with a range of experiences and materials to work with. Children are encouraged to create on both small and large scales throughout the environment, whilst using a range of techniques and materials. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and self-esteem. Art work is displayed, shared and celebrated within the EYFS through the classroom environment and home-school communications on Facebook. In the EYFS the children take part in a themed art week with the rest of the school. This is then shared with the older children.

In KS1, Art is taught half termly and alternates with DT. The children have an hour long lesson each week during that half term. Children follow the Lacewood scheme for Art which enables the children to progressively develop their skills within Art in the areas of: drawing, painting, printing and sculpture, with the key concepts of: line, shape, form, space, colour, tone, texture and pattern embedded within our plans. The scheme of work is designed around a 5-part sequence of learning: research and develop ideas, sketchbook experimenting, master techniques and develop ideas, and finally evaluate. These areas are then re-visited in other units with increasing complexity in a spiral curriculum model. This in turn allows for the children to revise and build upon their prior learning. Children's work is displayed throughout the school and is celebrated regularly. School visitors and trips are facilitated, where appropriate, to enhance understanding and skills further.

In KS2, the children continue to follow the Lacewood scheme for Art, which enables children to progressively develop their skills within Art – building on their skills from KS1 and progressively developing their skills within Art in the areas of: drawing, painting, printing and sculpture, with the key concepts of: line, shape, form, space, colour, tone, texture and pattern embedded within our plans. The scheme of work is designed around a 5-part sequence of learning: research and develop ideas, sketchbook experimenting, master techniques and develop ideas, and finally evaluate. These areas are then re-visited in other units with increasing complexity in a spiral curriculum model. This in turn allows for the children to revise and build upon their prior learning. Children's work is displayed throughout the school and is celebrated regularly. School visitors and trips are facilitated, where appropriate, to enhance understanding and skills further.

Materials and resources

Each class has an area where art materials are located. All classes are equipped with the basic tools and materials required for their year group and specialist materials are ordered by class teachers from their own individual budgets, as are required to meet the needs of the curriculum. Costly resources are often shared between classes to make best use of the school budget e.g.: lino cutting and clay tools.

From Y1, all children are provided with their own, high-quality, sketchbook which moves through school with them. This enables each child's artistic journey to be clearly evidenced.

Basic Tools List

- Sketching pencils
- Selection of coloured pencils
- Wax crayons
- Paintbrushes (Range of sizes)
- Oil and chalk pastels
- Glue
- Scissors (Class set)
- Sketch book

Impact

Assessment and recording progress

The curriculum for Art and Design is planned to support and demonstrate a seamless progression through school. Progress will be shown through outcomes and through the important record of the process leading to them through on-going sketchbook work and annotations.

Due to the nature of this curriculum area, Art and Design monitoring takes various forms. A key component of this is pupil voice; school leaders use this as an effective tool to ascertain the pupils' ability to express themselves through a range of different mediums and to demonstrate knowledge of techniques linked to artists they have studied. Sketch book monitoring, throughout all year groups, takes place each half term to compliment this, allowing leaders to ensure our artists have the opportunity to develop their skills fully and showcase their talents, while also ensuring our curriculum standards are being achieved in each year group. At the end of each unit of work, class teachers record whether children are working towards, at or beyond expectations for their current year group.

Examples of our artists' work is exhibited throughout the school, both on classroom and communal displays situated on our school corridor and hall.

Display and Presentation

Displays vary depending on the theme and the personal style of the teacher, which ensures the school always has a lively, stimulating range of work on display. Rules for display at Lacewood are few in order to promote individual style and flair. These are as follows:

- Work chosen for display is well presented and accurately mounted.
- Photographs are incorporated to see work in action.
- All displays have a clear, main heading to unite the work (year group on the corridor and theme in hall displays). Key objective statements are included within the display to demonstrate the key learning objective children have achieved.
- All displays have written comments from children within the class, encouraging peer assessment.

SEN and inclusion

The whole school policy on equal opportunities will be adhered to in art. In order to ensure that we offer all children effective learning opportunities, we aim to provide work that is of a challenging nature for children of different abilities and aptitudes in each year of each key stage. Work is planned with the intention of motivating children, enabling them to understand and review their learning.

In art activities the differentiation is mainly by outcome, though in cases where pupils have special educational needs, there may be the need to provide adaptations by task in order to cater for children's diverse learning needs; detailed in the art leader's SEN provision for subject leads document.

KA/2024