



Art and Design Policy

December 2024

Version 2.2

Approved by: 20.12.24

Date of next review: September 2026

2 Aims

2.1 The Art and Design curriculum at SCPS aims to develop the following in all of our children:

- *a broad understanding of the meaning, significance and contribution of art, craft and design within contemporary culture and that of the past.*
- *the ability to hold, articulate and communicate ideas, opinions and feelings about their own work and that of others.*
- *Explore individual aptitudes within art, craft and design which will contribute to the pupil's social and personal development.*
- *visual literacy – confidence and competence in reading and evaluating visual images.*
- *skills in the handling of media and understanding the basic concepts governing the use of different media.*
- *a sense of craftsmanship and an appreciation of those skills and efforts required to achieve work of quality.*
- *individual expressive powers and a sense of joy in the appreciation of beautiful things.*

3 Syllabus

3.1 The Art and Design syllabus at SCPS contains the following:

- *Painting*
- *Drawing*
- *Collage*
- *Printmaking*
- *Three-dimensional work*
- *Textiles*
- *Response to artefacts*
- *Photography and film*
- *Creative use of ICT*

3.2 We will aim to resource what is necessary to the best of our ability in order to teach these skills, and ensure that there is adequate stock readily available.

4 National curriculum

4.1 Children will be taught Art and Design at SCPS in a way that ensures progression of skills, and follows a sequence to build on previous learning. This is ensured by using Kapow Primary's Art and Design scheme of work (see section 9).

5 Evaluation, monitoring and assessment

- 5.1 *'Art Education is concerned with the creative growth of the child and it follows from this that progress is made when the child widens his experience. Children's work cannot therefore be assessed over a short period, and progress should be looked for over a term, or over a year rather than month by month. The growth of technical skills is only one criterion. Progress also becomes apparent as the child acquires increasing sensitivity to pattern and colour, and awareness about the way in which forms and mechanisms operate, and a growing capacity to evolve images which combine personal meaning with the power to affect others we believe that a child's work can be criticised and assessed taking into account the child [themselves], and what [they] are capable of. Sincerity is the essential criterion; the work should be a genuine personal statement or response to the imaginative situation or problem and for the degree of involvement. Thirdly, and particularly with older children, the teacher may assess the way materials and tools have been used, the approach to the problem and the kind of technical or inventive solution that has been found.'*
Schools Councils publication "Children's growth through Creative Experience", 1978

- 5.2 Examples of work will be photographed and kept on the school's system as a record of achievement at different stages of children's development. The children will also utilise sketchbooks throughout Key Stage 2, as a way to show progression throughout those years.

6 Special needs

- 6.1 Children will be extended in every way possible appropriate to the stage they have reached. Imagination and worthwhile art experiences will be fostered and enabled to develop in all our children. Methods of teaching children with differing abilities to learn will vary according to need.

7 Cross-curricular Work

- 7.1 We will ensure that art is not used merely to service or decorate other subjects in the curriculum and recognise that it is a specialised area of learning in its own right.
- 7.2 We will ensure a healthy balance between cross-curricular art, which is of great value, and art for its own sake.

8 Outside influences from the community

- 8.1 We will involve parents and artists from the community on a voluntary or professional basis where possible and appropriate. The objective of this policy will be to encourage and provide opportunities for children to work with skilled and professional artists to develop different areas of the art curriculum.

8.2 We will encourage opportunities for working out of, as well as in, school. Museum visits and visits to art galleries will be encouraged.

9 The school environment

9.1 We will encourage art displays of all types across the school that are visual stimulating. They should be kept neat and changed frequently. On a termly basis, each year group will update a designated area in the school hall with an artistic display on an assigned topic. Other artworks are displayed in corridors and in classrooms.

9.2 We will continue to add to our collection of artifacts, and reproduction of paintings/sculpture/drawings.

10 Scheme of work

10.1 SCPS uses the Art and Design scheme of work built by Kapow Primary. Its scheme of work fulfils the statutory requirements outlined in the National Curriculum (2014). 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.*

11 Language development

11.1 From the earliest years it is the school's aim to exercise the children's critical and appreciative faculties of visual things. As a result, they should be able to express their likes and dislikes and give reasons for their opinions.

11.2 In the course of their time in SCPS, the following art vocabulary might be in use:

Design	3D	Colour	Relief
Sketch	Still life	Storyboard	Monoprint
Foreground	Space	Weaving	Detail
Pattern	Shade	Hot colours	Lino cut
Line	Story picture	Comic strip	Print
Background	Matching	Hanging	Calligraphy
Brush stroke	Tone (light to dark)	Cool colours	CGI
Landscape	Imagination	Shape	Photography
Perspective	Sculpture	Pottery	Film making
Dotting	Outline	Colour experiment	Animation
Portrait	Modelling	Figure	Cartoons

12 Inclusion

12.1 We ensure that the curriculum is available to all pupils, with equal appropriate access regardless of sex, race, religion or ability.

13 Role of the Subject Leader

13.1 The Subject Leader is responsible for the monitoring and development of the subject throughout the school.

13.2 This includes:

- *Providing an ambitious curriculum accessible to all learners.*
- *Ensuring that curriculum develops cumulatively sequenced knowledge and skills.*
- *Communicating long- and medium-term planning and providing the rationale for content choices and sequencing where necessary.*
- *Ensuring that teachers can exhibit good knowledge of the subjects they teach by providing support where necessary.*
- *Ensuring that teachers make effective use of assessment.*
- *Resourcing and ordering equipment where necessary.*

14 Staff training

14.1 Staff will be encouraged to attend courses and review resources. The Art and Design Subject Leader will have access to specific training to support and develop their role.

15 Dissemination

15.1 The Policy is available on the school web site and a paper copy is available from the school admin office on request.

16 Reviewing the Policy

16.1 This policy will be reviewed bi-annually by the Art and Design Subject Leader and monitored by the Link Governor to ensure that the Policy is relevant and up to date.