

# AYCLIFFE DRIVE PRIMARY SCHOOL



## ART POLICY

Updated January 2023  
To be reviewed 2025

Curriculum Committee

Staff Responsible

Ms Y McAuley  
Mrs R M H Green  
Curriculum Governors

Art Leader  
Head Teacher

## Aycliffe Drive Policy for Art and Design

### Our vision

Art and design is highly valued at Aycliffe Drive Primary School and we are committed to providing high quality teaching and learning opportunities and promoting art within our school. We aim to provide a consistent approach to a skills-based curriculum, which has been designed for children to develop skills over time and achieve their potential.

### **How do we teach Art and Design?**

This policy outlines the teaching, organisation and management of the Art and Design curriculum taught and learnt at Aycliffe Drive School.

The school's policy for Art and Design is led by the National Curriculum guidelines for Key Stages 1 and 2 and The Statutory Framework for the Early Years Foundation Stage.

We have a personalised curriculum at Aycliffe Drive School and our teaching will cover the skills applicable to each year group.

Our school aims to incorporate cross-curricular links into planning for this subject, however our art lessons will always be taught with the skills at the forefront of all we do. In addition to this, we aim to create whole school approaches to the teaching of Art and Design through our 'Take one Picture' and 'Take one Artist' projects. Through these projects, the children are given the opportunity to use quality artwork to provide inspiration and use as a stimulus for developing their own ideas. It provides opportunities to focus on different art techniques. It allows children and classes to be creative in their responses to great artworks. It also provides opportunities for the children to learn about great artists in more depth. It demonstrates a whole school approach to Art and Design, as everyone learns about the same picture/artist in these projects. This gives a sense of togetherness and encourages opportunities for discussion among peer groups and when working with/talking to children of other age groups, such as during 'Buddy Group' sessions. It also encourages children to take pride in their work as the work is displayed in an 'Art Exhibition' for the school and parents/carers to view. It provides opportunity for parents to be involved in the learning and to visit our school, bringing our community together. We have designed our curriculum around the skills taught in Art and Design and have clear expectations of how these develop over time. Our 'Take one Picture/Take one Artist' projects showcase this.

The implementation of the policy is monitored by the Art and Design leader.

### **Aims:**

At Aycliffe Drive School, our aims of Art and Design are to:

- Produce creative pieces of work which clearly develop in skill over time (during an academic year and that are clearly developing from year group to year group)

- To explore and develop their ideas over time, with opportunity for practise, development, and refinement of skills.
- Become proficient in drawing and sketching, painting and colour, 3D work, printing and digital art.
- Evaluate, form opinions on and analyse creative works using the language of Art and Design.
- Know about great artists and designers and understand the historical and cultural development of their art forms.

These objectives can be met if we enable children to:

- Use their art books to record observations and develop ideas
- Use their art books to practise skills, develop them and make improvements over time
- Use great artwork as stimuli for creating and developing their own ideas
- Use their imagination to develop their own ideas and use these to design and generate artwork in the form of sketches, painting, 3D work, printing and digital art.
- Draw for sustained periods of time
- Have time to practise and develop the skills designed for their year group.
- Study work in a variety of genres and styles
- Study great artists from the past and present and from a variety of cultures
- Form opinions on the works they encounter using appropriate 'art vocabulary'
- Experiment with tools and techniques for drawing and sketching, painting and colour, 3D work, printing and digital art.

Differentiation in many Art and Design activities will be by outcome.

### **Equality and accessibility**

We are committed to providing a teaching environment conducive to learning and are very proud of the quality of work displayed around our school and during our yearly art exhibitions. Each child is valued, respected, and challenged, regardless of ability, race, gender, religion, social background, culture, and disability. The Equality Act (2010) requires all schools to promote equality of opportunity for all pupils. In Art and Design, we will meet this by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

### **Teaching of Art and Design**

In Key Stages 1 and 2, the time allocated to the teaching of Art and Design is flexible. It can be taught as discrete subject teaching or as part of cross-curricular learning provided the art

skills for the taught year group are the focus of any piece of artwork. This will ensure coverage of skills and ensure all lessons have a clear Art and Design objective. Although the time allocation is varied and the style of teaching (e.g., stand alone, cross-curricular, project work) can differ, planning ensures all skills are adequately covered throughout the academic year. We will ensure there is adequate coverage of the National Curriculum programme of study (see long term and medium-term planning).

### **How do we plan the Art and Design curriculum?**

- Teachers at Aycliffe Drive School have two days of non-contact time each term to plan co-operatively within Key Stages
- All teachers plan for coverage of the art skills and national curriculum objectives throughout the year and refer to these in their medium-term planning
- Staff plan the coverage of skills in a variety of ways to allow for teacher individuality while still fulfilling National Curriculum objectives and covering all skills from our individualised curriculum for their year group

### **How do we implement the Art and Design curriculum?**

- All teachers will ensure a learning objective is clearly identified with each piece of work in the children's art books. This should usually have a skills focus (sometimes this will not be applicable, e.g., if learning about an artist)
- Children will use art books to develop their ideas across all areas of our individualised curriculum (drawing and sketching, painting and colour, 3D work, printing and digital art)
- Where art books are not appropriate for developing skills (e.g., 3D work, digital art, final pieces), photos of work will be stuck into books to show progression of skills
- Teachers will clearly model skills during the lesson to support children's understanding and development of skills
- Children will be given opportunities to develop ideas and practise skills over time so that improvements are made, and skills are refined
- All skills for your year group will be covered by the end of the academic year

### **Marking and assessment of Art and Design**

- All pieces of work will be acknowledged. This could include ticks and verbal feedback (marked with a 'v' in books) and where appropriate, additional teacher modelling in a book if required (this should be clearly labelled)
- A skills grid for their year group will be stuck in the front/back of a child's book and the skills will be dated once covered. In Key Stage 1 this may be completed by an adult, in Key Stage 2 this can be completed by the child if more appropriate
- The progress of all pupils is tracked and assessed against the National curriculum levels of attainment

- At the end of each academic year, pupils progress is judged against age-related targets
- The subject leader has an overview of the entire school and carries out appropriate analysis

### **How do we monitor Art and Design?**

The subject leader monitors Art and Design via:

- Lesson observations or 'learning walks', where appropriate
- Work scrutiny of art books and displays
- Planning scrutiny
- Art exhibitions
- Photographic evidence
- Pupil voice
- Budget

The headteacher and senior leadership team monitors Art and Design via:

- The action plan in the current School Plan
- Subject leader feedback
- The budget reports
- Overview of the whole school tracking

The governing body monitors Art and Design via:

- Curriculum Committee
- The current SEF
- The current School Plan
- The review of the previous year's School Plan
- Displays around the school
- Headteacher report
- Curriculum handbooks
- Link Governor report

### **School Plan**

- The subject leader evaluates the success of the current School Plan
- The subject leader identifies the needs for the next School Plan
- The outcomes of monitoring and assessment feed directly into the action plan for the following year's school plan

### **What training is offered to staff?**

- Continual professional development via INSET often informed by the current School Plan
- Advice from subject leader

### **How are parents/carers kept informed?**

- Twice yearly parent/teacher consultations with access to view art books
- Written annual report to parents
- Yearly art exhibitions
- Displays around school
- Termly curriculum handbook or statement