



Kings Meadow Primary School



Art & Design Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING curriculum statement for the school. It states the school philosophy about the contribution which art & design makes to our pupils' education and the way in which the National Curriculum and art & design are delivered in practice. In effect it is an expanded policy statement and together with the long, medium- and short-term thematic planning constitutes the school scheme of work.

2. INTENT

Why is Art & Design important:

Art education has been proven to have remarkable impacts on academic, social, and emotional outcomes, helping us develop empathy as we learn more about societies, cultures and history.

Engagement with art helps us stretch our minds beyond the boundaries of the printed text or the rules of what is provable to encompass visual-spatial learning and develop motor skills.

Through art, we learn to express ourselves confidently and creatively

At Kings Meadow we believe that:

- Art engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment and invent.
- Art is an important part of developing pupils' ability to express their individual creativity, working both individually and collaboratively with others.
- Art takes pupils to other worlds, cultures and times, as they explore ideas in the work of a variety of artists.
- Through art, pupils produce their own, original creative work, exploring their ideas and recording their experiences.
- Learning through art develops pupils' language skills, social skills, decision-making and risk-taking.

Through our **CRACKING** curriculum it is our intention for our children to develop their learning within each cognitive phase through building their knowledge and skills of Art & Design:

- to enable children to record from first-hand experience and from imagination;
- to develop their own ideas and skills through the use of a sketchbook;
- to develop creativity and imagination through a range of activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art, craft and design in different times, cultures and religions;
- to gain pleasure and confidence in expressing themselves creatively;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, as well as the contribution they make to our world thereby expanding their cultural capital.

Sand Lizards (KS1)

In this phase children will use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will get to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will learn about the work of a range of artists, craft makers and designers, including Eric Carle, Jan Van Kessel, Paul Klee, Freya Horsley, Xgaoc'o X'are, Leonardo Di Vinci, Chris Kenny, Marela Zacaries, Charlie French, Vincent Van Gogh, Cezanne, William Morris and Rob Janoff. They will be given the opportunity to describe the differences and similarities between different practices and disciplines, and making links to their own work.

Red Squirrels (LKS2)

In this phase, children will be given the opportunity to further 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. They will be taught to create sketch books to record their observations and use them to review and revisit ideas. They will continue to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and further explore great artists, architects and designers in history including Heather Hansen, Laura McKendry, Edgar Degas, Frances Hatch, Anna Atkins, Paul Cezanne Henry Moore, Christo and Jeanne-Claude, Anthony Gormley, Yinka Shonibare, Thomas J Price, Laura Carlin and Shaun Tan.

Seagulls (UKS2)

In this phase children will continue be given opportunities to further develop their techniques. They will continue to use sketch books to record their observations and use them to review and revisit ideas. The artists, architects and designers that will be a focus during this phase include:

Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Marcus Coats, Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte, Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu and Mike Barrett.

3. IMPLEMENTATION

When is Art & Design taught:

Art & Design is taught through the 'AccessArt' Primary Art Curriculum and is linked to our CRACKING Curriculum thematic units where ever possible. The attached overview (Appendix 1) shows which Art units are taught when throughout the academic Year and the artists that are covered within each unit.

How is Art & Design taught:

Art & Design is taught through a combination of subject knowledge and skills. Learning takes place both inside and outside the classroom.

Resources:

Each classroom has a supply of essential art materials, with more specialised Art resources being kept in the Art / DT cupboard off the main corridor. Papers are stored in the paper cupboard. Southport and Liverpool are both within reach of the school and contain a wealth of exhibitions, landscapes, galleries and architecture to support children's understanding and appreciation of Art and Design, Children attend various trips and visits throughout their school journey to inspire and teach them about our rich artistic culture.

Adaptive Teaching:

Adaptive teaching in the primary art curriculum focuses on tailoring instruction to meet the diverse needs, abilities, and learning styles of pupils. This approach allows teachers to adjust their teaching methods, materials, and activities to ensure that every child has the opportunity to succeed and engage meaningfully with art. A wide range of materials (e.g., paint, clay, digital tools) and techniques are provided (e.g., drawing, collage, sculpture) these can be explored at different levels of complexity, allowing our pupils to choose according to their interests and abilities. Pupils are given the opportunity to interpret projects in their own way, whether through different subject matter or using different techniques. This approach supports creativity and ensures all pupils can express themselves in a way that is

meaningful to them. Different learning styles will be supported during the delivery of the Art Curriculum and progress will be continuously assessed through informal observations and checks for understanding. By implementing these adaptive teaching strategies, we ensure that our art curriculum is fully inclusive, engaging, and supportive of each child's unique learning journey.

Oracy in Art & Design:

Oracy, the development of speaking and listening skills, plays a vital role in the primary art curriculum. It encourages pupils to articulate their ideas, feelings, and experiences about art, fostering a deeper understanding and personal connection to their work. Through discussions, critiques, and collaborative activities, children learn to communicate effectively, expressing their creative choices and interpreting others' artistic expressions. Oracy also enhances critical thinking as pupils engage in dialogue, ask questions, and consider different perspectives. In the context of art, it helps develop confidence, vocabulary, and the ability to engage in reflective and constructive feedback, all of which are crucial skills that extend beyond the classroom.

4. IMPACT

We assess the children's work in art and design whilst observing them working during lessons. Teachers make positive comments, as well as constructive suggestions to help children improve their work. The children are also involved in the evaluation process and are expected to carry out their own self-assessment of their work. Peer assessment is encouraged, and the children are expected to make positive comments about other's work as well as ask questions.

The monitoring of the standards of children's work and of the quality of teaching in art, and design is the responsibility of the Art & Design Subject Leader.

Formative and summative assessments are used to track children's learning against the statutory objectives in Art National Curriculum and progress against the expectations are recorded on our 'Insight Tracking' system.

In order to ensure continued improvement in the teaching and learning of Art & Design, the subject leader is responsible for supporting colleagues by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	January 2025
Approved by Governing Body	March 2025
Next Review	January 2028 or sooner if required.

