


RISE PARK PRIMARY AND NURSERY SCHOOL



Art and Design Policy

October 2023

Signed by Chair of Committee	
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Intent

At Rise Park, we want children to **take risks** and **experiment** using their own **imagination**, as well as think and **express themselves** in creative ways. We aim to develop a **range of skills** across a variety of artistic processes ensuring that children **value themselves** as artists. We also want children to have the opportunity to experience art in the **wider community**.

Aims

The core curriculum for art and design aims to ensure that all pupils:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Evaluate and analyse creative works using the language of art, craft and design.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Produce creative work, exploring their ideas and recording their experiences.
- Have the opportunity to visit and respond to art work in and outside of school.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques that have strong links to other areas of the wider curriculum
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Recognise and celebrate achievement and success within school through the displaying and the sharing of work.
- Create a positive and purposeful partnership with parents/carers and develop links with the local community for example taking part in local competitions and exhibitions
- Will be given equal access to the experience of the art regardless of the gender, race or disability.

Implementation

Teaching and organisation

In Key Stage 1 and 2 work is planned with regard to the National Curriculum guidelines:

Key stage 1

Pupils should 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 of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

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.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history

Teachers use these guidelines alongside the art skills progression ladder and the Art Long Term Plan to plan their work (see appendix 1).

The skills of drawing, painting and the use of sketch books will be covered in every year group in KS1 and KS2 and pitched at the level detailed on the skills ladder.

The progression skills ladder is designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. They will build upon previous skills and develop a deeper understanding of art and design techniques. Their appreciation and evaluation of the work of other artists and each other's work will also be encouraged as their experience grows.

In Foundation Stage children work within the EYFS curriculum for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage.

In Foundation Stage children work on a range of creative themes and tasks. They link Expressive Arts and Design closely to other areas of the EYFS curriculum, especially Physical Development.

Differentiation will mainly be by outcome. Where differentiation is by task it will be based on the children's ability to handle concepts of colour, line, tone, pattern, texture, shape, form or space. The art co-ordinator will liaise closely with the SENCO and class

teachers, to ensure that all children have appropriate access to art, including provision of special resources or equipment where necessary or possible.

The art curriculum is taught through a range of teaching and learning styles to enable all pupils to become engaged and inspired artists.

Pupils will:

- Be taught skills in different art areas with a wide variety of different mediums.
- Develop and practice new skills and modify and extend these.
- Have the opportunity to peer assess each other's work.
- Be provided with opportunities to work independently or collaboratively on projects.
- Be able to choose how to demonstrate their knowledge and skills through a project either independently or within a small group.
- Have the opportunity to go on visits to art galleries and museums where they can be enriched by art work.
- Have an opportunity to work with local artist through links with partnerships such as 'The Nottingham Schools Trust'
- 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
- Have access to the work of different artists and understand the historical and cultural development of their art forms.

Use of Sketch books

- Sketch books for art are used from Y1 through to year 6. They regularly record, collect and explore ideas and images and other information relevant to current and ongoing work in Art.
- The sketch book is an essential and personal record and should show a clear learning journey of experimentation and reflection.
- Teachers will be required to teach children when it is appropriate to use the sketch book and for what purposes.
- Teachers will review the contents of the sketch book frequently to ensure its purpose is being met and discuss with pupils its correct use where appropriate. There is no expectation for it to be marked.

The contents of the sketchbook should include:

- A list of lesson objectives for the art project.

- A knowledge organiser for KS1, with key facts for children to revise before each lesson.
- A knowledge organiser for KS2 in the form of a fact file or poster made by the children to show knowledge of the artist and key terminology for the project.
- Exploration of new media and effects.
- Experimentation of new skills and evaluations
- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used as reference material for further work, for example on a school visit
- Details of something that will be drawn or painted
- Evaluations and reflections on their work shown by written comments (KS2) or symbols (KS1)

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Assessment and feedback

Pupils will be encouraged to assess their own work through discussion with the teacher and peers. Because of the personal nature of art, it is important that pupils feel confident to experiment and express themselves. Therefore, our response to the work must be positive and encourage the children to think about how they can progress or improve their work. Children's work in art in KS1 and KS2 is shown in their sketch books where they experiment and develop their own ideas linked to a topic. Teachers give verbal and written feedback where appropriate and displays of work demonstrate achievement of the success criteria.

Monitoring, evaluation and reporting

Teachers will fill out the assessment sheets for each project, detailing which children are working below or above for the particular skill that has been taught. The art coordinator will use these assessment grids when monitoring the teaching and learning of art across school.

Monitoring is the responsibility of the art lead. Monitoring of art also includes; learning walks, book looks, planning scrutiny, pupil voice and staff voice.

In Foundation Stage Children's Expressive Arts and Design is assessed at the beginning, middle and end of the school year within termly teacher assessment/reviews.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings.

Intended Impact

- Pupils will be engaged and inspired by art and design and will have been given every opportunity to develop their skills and talents.
- Pupils will have experienced and embraced a creative curriculum which will be broad and balanced.
- Teachers will be upskilled, have more confidence and feel supported to deliver lessons with a strong emphasis on ensuring there is a clear skills progression through use of the skills ladders.
- Pupils will be inspired by the works of other artists through visits into school or to galleries and exhibitions.
- Pupils will use their sketch books to show a journey of their learning. They will take ownership of their work and be creative and more imaginative with their ideas. They will not be afraid to make mistakes and will enjoy experimenting and practising their skills to become more proficient at art.
- They will have the confidence to experiment with the skills they have been taught to shape and form their work of art.
- Pupils will become proficient in drawing, painting, sculpture and other art, craft and design techniques.

This policy will be reviewed by the staff and Governors : October 2025