



Art & Design Policy
Reviewed March 2025

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Mission Statement

“We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible.”

Matthew 19:26

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Curriculum

Aspull Church uses the AccessArt Curriculum to deliver Art in our primary school. We have chosen to use this resource as we believe it supports staff and pupils in their creative journeys. Our Curriculum helps us deliver a rich and exciting visual arts curriculum which meets the needs of the current National Curriculum for Art.

It enables teachers to grow in understanding, experience and confidence when teaching art, by supporting staff in how best to teach visual arts. It sets a bench mark for excellence in art teaching, so we can be proud of our creative curriculum, and pupils and teachers can enjoy the journey and outcomes. We have adapted it to meet our school's needs.

In addition to the Pathways supplied by AccessArts, each class must teach a supplementary unit to ensure they have taught about great artists and architects from a variety of backgrounds.

Why is it important?

We need art more than ever. The AccessArt Curriculum we use asks: “What is the purpose of art?” It answers through creating opportunities for pupils to explore many different aspects of making, helping pupils and teachers understand the ways art connects us with our past, helps us embrace the present, and empowers us to shape our future.

By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Knowledge Rich

Our Art Curriculum is knowledge-rich, and pupils will learn a wide range of skills, developing understanding and showing clear progression. But crucially, the knowledge and understanding pupils will build will go far beyond the technical, factual knowledge many current curriculums focus upon.

Our curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them.

Art in EYFS/SEND

The AccessArt Primary Art Curriculum promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confident and independent creators.

In order to prepare children for the pathways in the Primary Art Curriculum, we recommend using resources suitable for EYFS and SEND.

The aim of these resources is to help give pupils opportunities and experiences, which enable pupils to:

- Build dexterity skills
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making
- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives

The resources we use do not follow set pathways and do not need to be introduced in a particular order, neither is there any need to cover all activities. Instead, planning is approached in a playful way, staff ask themselves which activities they think the children would enjoy, and which they would enjoy facilitating. Staff try to balance activities out from different areas.

Creativity is a fragile creature so is always assessed with great care.

Assessment for EYFS and SEND is light, holistic and formative. We ask big, caring questions:

- What does success feel like to each child?
- What worked for them?
- What could you change / provide as teacher to help them progress further next time?

We think in terms of simple criteria which might be applied to each activity:

Connection Is the child able to make a connection between the world, materials and ideas (whatever form that connection takes)?

Enthusiasm Has the activity engaged the child? Is it relevant and enabling?

Dexterity Is the child able to practise and progress dexterity skills to help them connect head, heart, hand?

Materials Is the child able to explore materials in a playful, explorative way?

Articulation Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?

Key Stage One and Two

We have adapted the AccessArt curriculum to match the needs of our school. Art is taught through two or three pathways throughout the year, alternating with the teaching of DT. Art and DT is to be taught until each unit is complete, ignoring the barriers of school holidays. The pathways taught from Year 1-Year 6 are;

- Drawing and Sketchbooks
- Print, Colour, Collage
- Working in Three Dimensions
- Paint, Surface, Texture
- Collaboration and Community

Assessment

- We like to refer to assessment in Art as a 'journey'.
- Assessment in Art and Design will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great works (we are not all great artists or designers) Art assessment will focus on what individual children have achieved.
- Self-assessment and positive critical appraisal of their own work and others work forms part of the children's on-going learning. This takes the form of discussions as a class, group or individual. Teacher assessment also takes the form of discussion with the child focusing on helping the child develop their individual creativity.
- Children in Key Stage Two will be encouraged to annotate their work in sketchbooks, describing how they can further improve their work.
- Further discussions are encouraged through displays of the children's work
- Knowing when work is complete is an important skill, though children are encouraged to push their attainment levels higher to make the most of their skills.
- Assessments will be updated half termly using Target Tracker.

Planning

- Planning is provided by AccessArt. Staff must edit these in accordance with their class.
- Long Term Plans are colour coded to see progression clearly.
- Medium Term Plans are structured to support previous and future learning. There is a retrieval question, a learning theme, key vocabulary and key concepts.

Marking

- Teachers must not mark children's sketchbook work, any feedback must be given verbally by staff or peers, via post-it note or as a class activity.

Celebrating Achievements

- Displays of children's work
- Videos/photographs
- Sketchbooks of children's work
- Twitter using the hashtag #acpsarts and the account @aspullarts

Monitoring

- The Subject leader and SLT will monitor the subject in accordance with the school policy.
- Resources will be monitored throughout the year.
- Target Tracker must be updated half termly for the unit taught.

CPD

Staff meetings and INSET will provide time for developments, resources and teaching ideas to be delivered to class teachers.

Equal Opportunities and Special Educational Needs

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment. Art is important because it is a non-verbal means of organising ideas and expressing feelings. Therefore, every child irrespective of age, gender and ability is able to participate. Activities undertaken are matched to each individual's needs. We use the SEND resources that AccessArt offers.

Resources

- AccessArt supplies a list of resources with each unit taught.
- Resources are stored in both Key Stage Art cupboards and in additional cupboards in the atrium.
- The art cupboards are available to staff and children who have specific permission.
- Reference books can also be found in the library.
- General drawing and 'colouring' materials are freely available to each class.
- It is the responsibility of the teachers and the coordinator to review the use of resources, which will be replaced or purchased after review. Staff should submit lists of any resources required to the coordinator.
- Collections are constantly being built up gradually and appeals are made to parents when required, for junk materials, fabrics etc.
- The subject leader is always available for any help in regards to ideas, artists or resources the staff might need.

Health and safety issues

The children should always be encouraged to work in a safe and responsible manner. Teachers should always be aware of the inherent dangers of practical work and ensure the safe use of tools and materials at all times. Children are also taught the importance of hygiene. The children will be taught how to prepare for lessons and tidy up after lessons appropriately and sensibly.

Role of the Art & Design Lead

The Art & Design coordinator will monitor planning, practice and review Art teaching across the school. They have the responsibility for the ordering and the management of suitable resources, progression within the school and the development of the curriculum. When the Art lead attends training and courses, they will provide feedback for the rest of the staff.

Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep. — Scott Adams