

Art and Design Policy

Gascoigne Primary School



[Article 28](#) (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

[Article 29](#) (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

[Article 31](#) (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Approved by:	Governing Body	Date: 30.01.2024
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1. Purpose of the policy

This policy reflects the aims and values of Gascoigne Primary school. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

In the dynamic context of Gascoigne Primary school, a prominent and diverse school situated in the heart of the densely populated and deprived borough of Barking in London, the purpose of Art and Design in our primary curriculum is integral to our commitment to developing the character of our pupils. Aligned with our overarching curriculum intent statement, "*Caring for Ourselves and Our World, Valuing Our Education and Our Rights*," our bespoke Gascoigne Curriculum plays a pivotal role in transforming arts provision across the school. As an accredited Arts Award provider and a member of the PACE Trust, our collaborative efforts with seven other primary schools, particularly through our ongoing partnership with Bow Arts, not only enrich the artistic learning experiences of our children but also reinforce our dedication to fostering creativity, inclusivity, and cultural appreciation within the unique context of our diverse community.

This policy aims to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website: <https://www.gascoigneprimaryschool.co.uk/>

2. Subject vision

At Gascoigne Primary, we are dedicated to providing a world-class Art, Craft, and Design education. Our goal is to engage, inspire, and challenge pupils, equipping them with the skills for personal expression, cultural understanding, and creative problem-solving. We foster creative and critical thinking, encouraging the exploration of diverse creative outcomes from the past and present. Through this, children develop a rigorous understanding of art, craft, and design disciplines, contributing confidently to our society's culture, creativity, and economic success, both nationally and globally.

3. Aims and outcomes

To develop and extend pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world, 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.

4. Teaching and learning

Art and Design at Gascoigne Primary is taught in dedicated year group classes by class teachers who employ a diverse range of engaging and interactive teaching methods. Lesson plans are based on the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. We utilise the Kapow Primary scheme of work as a foundational resource, which is further adapted by our school to create a bespoke learning experience that aligns seamlessly with our curriculum objectives.

Teaching in Art and Design within the year groups may involve:

- Whole-class Teaching
- Small Group Discussions
- Hands-on Projects
- Use of Resources
- Visual Exploration
- Bespoke Artist Collaboration Projects
- Practical Activities
- Field Trips to Local Galleries/Museums
- External Artists/Designers

This tailored and adaptable approach ensures that Art and Design education at Gascoigne Primary is not only aligned with national curriculum objectives but also provides a unique and enriching learning experience for each year group.

5. Curriculum overview

Here at Gascoigne Primary, pupils will follow an Art and Design curriculum that is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

The lesson units are structured sequentially, providing students with the opportunity to progressively enhance their skills and knowledge, applying them to diverse creative outcomes. The essential formal elements, integral to the National Curriculum, are seamlessly integrated throughout these units. Key skills are systematically revisited and expanded upon in a spiral curriculum model, introducing greater complexity over time. This iterative approach enables students to revisit and reinforce their prior learning. Within each academic year, units are categorized into four core domains:

- Drawing
- Painting and mixed-media
- Sculpture and 3D art
- Craft and design

5.1 Early Years Foundation Stage (EYFS)

Within the Early Years, the exploration of Art and Design falls under the Development Matters domain of 'Expressive Arts and Design.' Artistic development occurs through ongoing opportunities, allowing children to experiment and engage with a diverse array of media and materials. Nurturing children's artistic and cultural awareness enhances their imaginative and creative capacities. Providing regular opportunities for children to interact with the arts is paramount. The quality and diversity of what children observe, hear, and actively participate in are vital for fostering their comprehension, self-expression, vocabulary, and communication skills through artistic expression.

5.2 Key Stage (KS) 1

In Key Stage 1 activities will introduce pupils to different ways in which the ideas and feelings are presented in a visual form by:

- explore and develop ideas by drawing, collecting ideas and talking about them;
- try out a range of materials and tools for drawing, painting, collage, textiles, digital, media and printing;
- think and talk about our ideas as we work so that we can change things if we want to;
- learn and understand about colour, line, texture and shape by exploring them;

- look and talk about the work of other artists, craft workers and designers including examples of work from the locality, contemporary work and from a variety of periods and cultures;
- to begin to implement the use of Sketchbooks to record their observations and become aware that they can be used to review and revisit ideas 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. The topics we teach in Art and Design for 2023/24 are outlined in the curriculum map (see section 5.4).

5.3 Key Stage (KS) 2

In KS2, pupils are 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;
- to create Sketchbooks 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, and clay;
- about exemplary and diverse artists, architects and designers both in history and working today.

The topics we teach in Art and Design for 2023/24 are outlined in the curriculum map (see section 5.4).

Details of Art and design Programmes of Study can also be found here:

<https://www.nsead.org/files/72cad37f5dfb4caf5a7def2ab9f60dd6.pdf>

5.4 Programmes of Study

Our long-term plan maps out the themes covered in each term during the Key Stage. For each Year group this is usually a discrete Art and Design topic, a Cross-Curricular topic and a topic which focuses on a specific Artist, Designer or Craft maker.

	Autumn term	Spring term	Summer term
EYFS	Drawing/Exploring Colour Jackson Pollock Wassily Kandinsky	Nature Sculptures Collage/ Printing Andy Goldsworthy Giuseppe Arcimboldo	Drawing Weaving Sculptures and 3D Piet Mondrian Antony Gormley
Year 1	Drawing – Make your mark All about me Zaria Forman Bridget Riley		Sculpture and 3D Louise Bourgeois Carnival
Year 2		Craft and design Map it out The Barking of my dreams	Painting and mixed media Life in Colour
Year 3	Drawing/Painting Pre-Historic Art		Sculpture and 3D Abstract shape
Year 4		Craft and design Fabric of nature	Painting & mixed media Light and Dark/ Still Life
Year 5	Painting and mixed media Portraits		Sculptures and 3D Interactive installation
Year 6	Craft and design: Photo opportunity		Drawing Make your voice heard

6. Cross-curricular links

Art and Design shares links with the following subjects:

1. English:

- Art projects often involve descriptive writing, where students can articulate their creative choices, express emotions, and write artist statements.
- Illustrating stories or concepts from literature through visual arts.

2. Maths:

- Measurement and proportion are important in art, helping students understand the scale and dimensions of their creations.
- Geometry can be explored through patterns, symmetry, and spatial relationships in art.

3. Science:

- Exploring scientific concepts through visual representations, such as creating diagrams or models of plants, animals, or scientific processes.
- Investigating natural materials and their properties in art projects.

4. Design and Technology:

- Developing design skills through art projects, considering functionality, aesthetics, and user experience.
- Using art to create prototypes for design projects.

5. Geography:

- Creating maps and visual representations of geographical features.
- Exploring cultural diversity through art by studying and representing traditions and customs from different regions.

6. ICT (Information and Communication Technology):

- Using digital tools for creating digital art or incorporating technology into art installations.
- Research artists and art movements online.

7. Physical Education (PE):

- Creating artwork inspired by movement or sports.
- Designing banners or symbols for sports events or teams.

8. Music:

- Exploring the connection between visual art and music through projects that involve both disciplines.
- Creating visual representations of musical concepts.

9. PSHE (Personal, Social, Health, and Economic Education):

- Using art to express emotions and feelings, promoting mental well-being.
- Exploring social issues through artistic expression.

10. History:

- Creating historical artefacts or illustrations based on historical events.
- Exploring the evolution of artistic styles through different historical periods.

These cross-curricular links not only enrich the learning experience but also provide a holistic approach to education, allowing students to see the interconnectedness of different subjects.

7. Assessment and recording

7.1 Assessment

Gascoigne Primary uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative and summative assessment

Utilising formative assessment during lessons is crucial in evaluating children's comprehension and adjusting teaching methods to cater to the unique needs, interests, and experiences of each class. Recognising and reflecting on these differences is vital during the planning process. Formative assessment also serves to identify the specific skills and knowledge that should be emphasised in subsequent Art & Design lessons, ensuring that any gaps in learning are addressed, and children make continuous progress.

The impact can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child.

Marking

Since the integration of Sketchbooks into the KS2 National Curriculum, Gascoigne Primary School has seamlessly integrated them into our creative curriculum. Each student, from Year 1 to Year 6, possesses a dedicated Sketchbook readily available during creative activities. In contrast to the school's presentation and marking policy, the Sketchbook is considered the child's personal domain. More than just a book, it serves as a space where children can express themselves freely, fostering creativity, development, and learning, often with minimal teacher intervention.

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process.

7.2 Recording

While recording is kept to a minimum, it is crucial to note an individual pupil's progress and to provide guidance for future teaching and learning. The medium-term curriculum plans will form a record of the art to be taught. Consistency of assessment across the school is supported by discussion and consultation between staff, guided by the Art Leader.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

8. Resources

8.1 Educational Equipment

Art resources should be kept and well-organised in the Art studios. When the resources are in the classroom pupils are expected to take an increasing level of responsibility for that organising and respecting the resources.

The class teacher is primarily responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. Teachers should report damage to equipment to the art leader as soon as possible.

8.2 External speakers, local museums, trips

Where possible, we enhance our Art and Design curriculum through various engaging initiatives:

***External Artists:**

We collaborate with local artists through programs and workshops to provide hands-on experiences and insights into artistic processes.

***Local Museums:**

*We plan to visit local museums with interactive exhibits, fostering a direct connection with art. We also explore partnerships for special access and collaborative projects.

***School Trips:**

We organise trips to art galleries, studios, and outdoor locations for students to explore diverse artistic styles and draw inspiration from different environments.

***Outside Speakers:**

We invite guest artists, designers, or art historians to share their experiences, creative processes, and insights, broadening students' understanding of the art world.

***Integration with Curriculum:**

We develop cross-curricular projects that connect art with other subjects, reinforcing learning and providing a broader context for creative expression.

***Community Engagement:**

We showcase student work through exhibitions within the school and community, fostering a sense of pride and encouraging community involvement in collaborative art projects.

Through these initiatives, our primary school aims to create a dynamic and immersive art and design curriculum that goes beyond the classroom, nurturing creativity, cultural awareness, and a lifelong passion for the arts.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link Governor

The link governor responsible for Art and Design at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD
- Ensure the health and safety of children at all times

Additional support and advice on safety can be found on the CLEAPPS website. The link to the website is: <http://primary.cleapss.org.uk/Resources/Doing-Things-Safely/>

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

10. Inclusion

In accordance with the National Curriculum inclusion statement, our approach to Art and Design education is underpinned by the commitment to provide an inclusive learning environment for all pupils. We recognise the diverse needs of our children, including those with special educational needs (SEN) and disabilities, English as an additional language (EAL), particularly high attainment, low prior attainment, and/or disadvantaged backgrounds. To ensure the successful implementation of inclusive practices, we will adhere to the following principles:

- Setting Suitable Challenges
- Responding to Pupils' Needs
- Overcoming Barriers to Learning
- Adaptation to Context and Subject

Through the consistent application of these principles, we aim to create an Art and Design curriculum that not only meets the needs of every student but also celebrates and values the diversity within our school community. This commitment reflects our dedication to fostering an inclusive and enriching educational experience for all pupils, irrespective of their individual backgrounds or learning profiles.

Further information can be found in our statement of equality information and objectives, and in our Inclusion and SEND policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Design and Technology Policy
- History Policy
- Music Policy
- Computing Policy
- Inclusion and SEND Policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.