



Subject Policy

Subject Leader: Jude Rothwell

Date: 23.1.25

This policy document will form the basis for the delivery and development of Art and Design at White Ash School. It gives guidance on planning, teaching and assessment. The policy draws together the NC Guidelines and statutory requirements for Foundation Stage and Key Stages 1 and 2.

Intent Statement

At White Art and Design is an essential part of the creative curriculum. It is an essential tool to promote creativity and expression in addition to fine motor skills. Through the development of our pupils' confidence and development of practical skills we are giving them the broadest, deepest and richest experience of life they can possibly have. White Ash follows recommendations from the Primary Framework for Art and Design and has adapted this strategy to meet the needs of our pupils. Art and Design embody the highest form of human creativity. Art and design teaching should instil in pupils an appreciation of beauty and an awareness of how creativity depends on technical mastery. They should learn to draw, paint and sculpt as well as design and create aesthetically pleasing objects in two and three dimensions. Pupils should learn about the achievements of great artists and designers.

The principal aim is to develop the children's knowledge, skills and understanding in art and design, delivering a differentiated Art National Curriculum to meet individual needs. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work.

Aims

Our aim is to provide activities that are stimulating and challenging and relevant to the environment in which they live. We believe pupils will enjoy using Art to express

themselves and grow in confidence. Art's advantage lies in the process, not the finished product and pupils are encouraged to take risks and express themselves, gaining insight, experience and skills along the way.

At White Ash school we aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences, assess their own and others' achievements
- become proficient in drawing, painting, sculpture and other art, craft and design techniques. Experience, experiment with and use colour, form, shape, space, texture, pattern and their ability to use processes to communicate ideas, meanings and feelings through a range of different materials and processes, in both two and three dimensions.
- evaluate and analyse creative works using the language of art, craft and design. Respond to and communicate what they see, feel and think, on their own and working with others, learning to make informed, thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Explore ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their differing roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- Ensure that all pupils, regardless of disability, race or gender have access to the Art and Design Curriculum. Stimulate imagination, creativity and critical awareness through implementing a broad and balanced approach to art and design, providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- Increase greater self-esteem, mutual respect and tolerance whilst developing skills such as cooperation, communication, self expression, creativity and imagination for all our pupils.

Implementation

It is important that pupil's learning is enhanced by Art and Design and reap the wider benefits in a cross curricular approach.

The teaching method employed will vary to the age, ability and experience of the pupils and the concept being taught. Approaches need to be linked to the topic itself, reflecting the abilities and experiences of both teachers and pupils. Our teaching at all levels includes opportunities for:

- Teacher exposition
- Discussion techniques, between pupils, teacher/pupil

- Giving pupils first and second hand experiences through ICT, museum loans and outside visits to visit museums, galleries and sites; investigating artefacts and sites.
- Appropriate practical work
- Investigation work
- Class, group or individual work
- Recordings and observation through sketching, painting, printing, collage, textiles, and three dimensional work in addition to using ICT
- Contact with, and experience of artists, designers and craftspeople. The use of partnerships with other professionals, e.g. artists in residence, where appropriate.

Art and Design will be taught as a separate subject in addition to educating pupils in a cross curricular approach, depending on their cognitive ability and taking into account any additional physical, sensory or learning difficulties.

Early Years/Foundation Stage

In the EYFS class teaching is based on the Early Years Foundation Stage 'The world around us' Curriculum. Assessments are based on the EYFS practitioner's observations of the pupil's learning and development against development matters.

Key Stages 1 and 2

Art and Design is planned and delivered as outlined in the Curriculum Mapping Grid for Art and Design ensuring progression throughout Key Stages 1 and 2. Objectives are drawn from the Art and Design Phases to ensure a broad and balanced coverage throughout the year, and will be delivered according to pupil need.

At White Ash School the statutory guidelines for Art and Design in the Early Years Foundation Stage and Key Stages 1 and 2, and the NC Programmes of Study have been adapted to ensure that coverage of Art and Design is appropriate for pupils with Moderate (MLD), Severe (SLD), and/or Profound and Multiple Learning Difficulties (PMLD) with a separate sensory scheme that runs alongside the main body.

Learning outside of the Classroom/Cross Curricular Links

Art and design provides opportunities for pupils to develop the key skills of:

- Communication, through exploring and recording ideas, discussing starting points and source materials for their work, finding out about art, craft and design and evaluating their own and other's work
- Application of number, through exploring and understanding properties of pattern and shape, working in two and three dimensions and on different scales and understanding and using the properties of position and movement.
- **ICT**, through developing and recording initial ideas and project work, refining/combining and modifying ideas and creating a finished piece of work.

Internet access gives further support to investigate the work of artists, craftspeople and designers.

ICT is an important tool for learning in Art and Design and is readily available for pupils engaged in visual enquiry. All classes have appropriate software to support the teaching of Art and Design, Interactive whiteboards, plasma screens, i-Pads and digital equipment (tough cam, flip video recorder, digital cameras, and ipads).

- Working with others, through collaboration on projects and meeting a design brief.
- Art will be included in Forest Schools and learning outside of the classroom where learning is practical (hands on) and multi sensory. Pupils will be encouraged to explore the sensory qualities of working with man-made and natural materials in different environments and with different outcomes.
- Art can also be delivered through educational visits, to museums, Art Galleries and workshops, delivered by local craft and Art specialists

Impact

In Art and Design Education we follow our whole school policy for school self evaluation. This includes a range of strategies to ensure that standards in Art and Design are high and which are clearly identified in the Annual School Improvement Plans, including:

- Moderation/Levelling of assessed work/retention of samples using EFL
- Monitoring of phases throughout school
- Monitoring and evaluation of schemes of work
- Lesson observation

Pupils on the Formal Curriculum (phase 5-8) will have a termly Art and Design target. Pupils on the Informal, Pre semi-formal and Semi-formal Curriculum (phases 1-6) will evidence Art and Design using Art as a TAG (EFL)

The Role of the Subject Leader

The Computing Co-ordinator is responsible for co-ordinating Art and design throughout the school. This includes:

- To review and contribute to teacher planning and the school improvement plan.
- To ensure that actions described are implemented.
- Develop and review the Art and Design policy and scheme of work in line with the New White Ash School Learning Document.
- To keep informed of current developments through course attendance, visits and documentation.

- To contribute to Inset and staff meetings, raising staff awareness and expertise.
- To monitor and evaluate the teaching and learning in Art and Design. Ensuring continuity, breadth and progression of skills across the whole school, by monitoring planning and pupils work.
- To ensure that appropriate learning outcomes and activities are planned.
- To be aware of cross curricular links
- To provide in class teaching support
- To be aware of technological developments, sourcing ICT equipment accordingly
- To specify and order resources in consultation with the staff
- To monitor and maintain the condition and availability of resources.

The curriculum leader will monitor and advise on the delivery of Art throughout the school. The area will be evaluated annually by the subject leader and senior management team, taking into account:

- Pupil's achievement
- Coverage of programmes of study and analysis of teacher planning
- Staff consultation and development
- Classroom observations
- Moderation of skills/ breadth of Curriculum using EFL

Equal Opportunities: We incorporate Art and Design into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of Art and Design. All children have equal access to the curriculum regardless of their gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Role of the Class Teacher

- To aim to develop Art and Design skills with pupils
- To develop and update skills, knowledge and understanding of Art and Design
- To identify inset needs in Art and Design, liaising with subject leader when necessary
- To keep ongoing evidence through photographs, annual reports, evidence sheets and in pupils' own folders/ sketchbooks/ EFL
- To inform parents of pupils' progress, achievements and attainment
- To plan effectively for Art and Design, liaising with co-ordinator when necessary

Planning

White Ash School has adapted and developed a scheme of work that covers the six main themes of Art and Design. Where appropriate and relevant, Art and Design will be delivered topic or artist based but may wish to be taught within the Creative Curriculum if appropriate. It will be taught through topical and thematic studies in both key stages, with full regard to breadth, balance and progression in the activities planned.

Where appropriate, pupils are encouraged to develop their own visual diary (sketchbook and/or portfolio), inspiring their artwork and continuing their own personal journey

- They record, explore and store visual information
- They work out ideas, plans and designs
- They can be used to look back and reflect, reviewing and identifying their progress

They are valuable as an ongoing record of their learning, progress and achievement, which can be used to further develop their ideas, skills and understanding. At White Ash planning is carried out in three stages:

Long Term Planning

- Identifies the skills and artists/themes to be covered
- Offers an overview to the breath and balance across the curriculum
- Ensures continuity and progression

Medium Term Planning

- Plans in detail what will be taught each half term and are constantly reviewed in line with pupil assessment.
- They will summarise typical activities and show progression in terms of new skills/contexts for practicing existing skills

Short Term Planning

- To aid the teacher and learning support staff in carrying out the lesson
- To show differentiation within the group
- To show links to educational visits etc.

Resources:

The art room and storage cupboard contains

- A wide range of materials for two dimensional artwork
- A variety of paint and printing materials

- A variety of materials for three dimensional artwork including ceramics and sculpture
- A range of different materials for work in textiles and collage
- The curriculum leader is responsible for ordering and maintaining resources.

Health and safety:

Safe handling of tools and materials is demonstrated and pupils handling such tools and materials are closely monitored.

Staff should be aware of and refer to the LCC document regarding Health and Safety whilst teaching Art and Design. All potentially hazardous materials and equipment are safely stored in a locked cupboard in the Art storage area. Pupil participation in any activity which includes such materials or equipment should be individually assessed and should be undertaken only if considered appropriate and then only on a one to one basis with an adult, with the pupil's hands washed immediately after the activity is completed. All resources labelled with an orange sticker should be treated as hazardous (clay slips, mod rock etc). When using mod rock, rooms must be well ventilated to reduce the risk of breathing in dust particles that is hazardous to pupils with asthma. Classes using tiling adhesive must sign in and out materials being used as it is deemed a very hazardous material; in addition face masks and gloves(deemed safe by the suppliers of tiling grout: YPO) MUST be worn at all times. Pupils should be taught the correct and safe storage of equipment.

Jude Rothwell, Art and Design Subject Leader

January 2025

Review: January 2026