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## **Art and Design Policy**

Shirland Primary School

October 2022

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Last Reviewed	October 2022
Written By	Fiona Banks
Reviewed By	Chair of Governors
Next Review Date	October 2025

## **Art and Design Curriculum Policy**

### **Overview**

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 pieces of work. 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. (National Curriculum, 2014)

### **Intent**

At Shirland Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them in a practical and expressive way.

### **Implementation**

The teaching and implementation of the Art and Design Curriculum at Shirland Primary School is based on the National Curriculum. To achieve this the focus of teaching is on developing the progression of skills in the key strands of

- drawing and sketchbooks
- print, colour and collage
- Work in three dimensions
- Paint, surface and textiles
- Collaboration and community

This is achieved by following the teaching sequences provided by Access Art.

Each of these strands are taught in discrete termly topics for Years 1-6. The strands are revisited each year, providing opportunities to build on and develop skills over the primary school journey. Children are taught about both traditional and contemporary artists. Where appropriate, links are made with overall termly topics. Art and Design is taught in weekly one hour lessons.

EYFS - Skills in the Foundation Stage are planned through the objectives within the EYFS

Health and Safety - Children will work in a safe environment both in and outside of the classroom, and will be taught to use materials safely.

Equal Opportunity - Care will be taken to give each child the opportunity to learn about the global art and design community, regardless of race, religion, language or gender, which links closely to our work on protected characteristics.

### **Curriculum Impact**

Ongoing assessments take place at the end of units of work. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. The monitoring of coverage and progress across the school will be done by the subject coordinator

EYFS – work is analysed by looking at the progression of selected children through work published on Tapestry

Y1 -2 – work is analysed through moderation of sketchbooks, and photographic evidence of final pieces taken by the class teachers

Y3 – 6 – work is analysed through moderation of sketchbooks, plus photographic evidence taken and stored by children in their individual computing portfolios

Attainment against National Expectations is shared with parents in end of year reports.