



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	September 2024
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## Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design at Hallgate Primary School.

## Vision

To empower **everyone** at Hallgate to make, enjoy and appreciate art.

## Aims

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, as well as aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers.

### The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

## Intent

At Hallgate Primary School we strive to deliver a high quality art and design curriculum which allows our pupils to recognise the significance of art and design in their everyday lives and to think of themselves as artists. Art and design skills enable each child to achieve personal fulfilment and satisfaction. Pupils will develop their understanding of the visual language of art with effective teaching and carefully thought-out sequences of lessons and experiences.



Pupils will learn to be brave, innovative and take risks in their art. They will be taught in a way that ensures the progression of skills and techniques, building upon previous learning. They will study the formal elements of art and be encouraged to use these skills to be creative and solve problems across the wider curriculum.

Art and design provides pupils with opportunities to explore their world and broaden their horizons. It is a chance for pupils to record their ideas in ways that are an alternative to the written word. It provides opportunities for them to connect with different times and cultures. We want our children to understand and appreciate the value of the subject in the context of history, personal well being, the creative and cultural industries and its different career paths.

Art and design is an important part of Hallgate Primary School's ethos. By being 'Super Learners' in this subject, pupils will develop the confidence to set personal goals, measure their own success, be independent and self-motivated. Our six core skills are: concentrate, don't give up, co-operate, have a go, keep improving, and enjoy learning. They will discover that the enjoyment of the visual arts enriches all of our lives.

### **Confident Individuals**

Our aim is to enable all pupils to become confident individuals who face new challenges with ease and see themselves as successful learners and valued individuals.

We want pupils to be able to have a go, make mistakes and keep improving within a learning environment, where they feel safe, secure, supported, valued and calm. This is facilitated at Hallgate Primary School through promoting a strong values ethos, clear behaviour expectations, a well organised learning environment and quality first teaching in the classrooms.

Quality First Teaching includes:

- Staff having high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- They are expected to take into account prior knowledge and experiences and to build on this in a systematic way.
- Highly focussed lessons with clear learning objectives.
- High demands of child engagement with their own learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue and exploration.
- An expectation that children will develop resilience and accept responsibility for their own learning and independence.
- Regular use of praise and encouragement to motivate children.



We are committed to providing pupils with a wide range of opportunities which broaden their skills and develop their confidence. The chance to see, hear, participate in a range of experiences (including: performances, outdoor learning, clubs, visits, visitors, challenges, enterprise and community projects) enrich the quality of pupils' lives and develop skills such as cooperation, creativity, innovation, problem solving, self-expression, leadership and independence.

### **Responsible Citizens**

Integral to the Hallgate Curriculum is a commitment to developing well rounded, responsible citizens who care about each other, their school, their community and their world.

This is done through the promotion of Hallgate Values, British Values and an emphasis on spiritual, moral, social and cultural development throughout the curriculum. Children are taught what it means to be responsible citizens and are given opportunities to put this into practice.

## **Implementation**

### **The National Curriculum**

Art and design is a foundation subject in the National Curriculum. Delivery of the National Curriculum in art and design at Hallgate Primary School is through planned schemes of work and through the EYFS Statutory Framework.

### **Planning:**

We carry out the curriculum planning in art and design in three phases: long-term; medium- term and short-term.

### **Long Term Planning**

Our long-term plan maps out the themes covered in each half term over a two yearly cycle.

### **Medium and Short Term Planning**

Art is taught on a two yearly cycle through schemes of work devised by the subject leader, incorporating materials and resources from Access Art, in addition to other materials, all sourced by the subject leader. The scheme of work serves as both a medium and a short term plan for teachers in Key Stages 1 and 2, with staff being encouraged to add details and amend in order to meet the individual needs of the class.



The schemes of work are currently being created to fit with half termly 'themes', where possible. There will be three units of art and design each year, providing full coverage of the Key Stage 1 and 2 curriculum. The content is organised into 5 strands: Drawing, Painting, Printing, Textiles/Collage and 3D Form, whilst being underpinned by Knowledge of Artists and Designers. Skills and learning experiences in the EYFS are planned through the Development Matters statements and work towards the Expressive Arts and Design Early Learning Goals (ELGs), ensuring progression into Key Stage 1.

Our scheme of work has been designed as a spiral curriculum, where pupils return to the same skills during their time at Hallgate Primary School, increasing in depth and complexity. Prior knowledge is cemented, skills are revisited and pupils are able to build upon their previous learning.

Formal elements of art are taught progressively, through the units of work. Lessons focus on the discrete skills of line, shape, tone, texture, pattern, form and colour.

Within Key Stage 1 and 2, all pupils have their own sketchbooks. These allow pupils the opportunity to collate ideas and practise skills. It is expected that they should be 'personal' to each pupil. They should be a continuous working document that moves with the children as they progress through the school. Sketchbooks are a good way to document the learning journey in art and design. They are an excellent opportunity for children to demonstrate progress in this subject.

### **Purpose of Sketchbooks**

- To gather, collect, experiment and reflect
- To assess children's skills and progression
- To report and share with parents and governors
- To show a child's progression of skills
- To enable children to express themselves creatively

There is no expectation that teachers will formally mark sketchbooks. However, teachers may wish to acknowledge the creative process, linked with each unit of work, through written comments and/or discussions with pupils.

### **Learning Environment**

Pupils learn well in a calm, positive, well ordered, well managed and stimulating environment where expectations are clear. All environments have to be planned to give children the best learning potential, including:

- The use of display as both a celebration of pupils' work and as a stimulus for learning
- Appropriate and flexible grouping of pupils
- A variety of ways of working including individual, paired, group work and whole class.



- Well-organised resources which enable maximum independence for pupils and their ability

### **Behaviour Expectations**

All staff at Hallgate Primary School follow our Behaviour Policy. Individual class teachers explain and discuss the school's expectations with their class. We expect all of our pupils to comply with these expectations in order to promote the best learning opportunities for everyone. To ensure this, we implement:

- Use of the 'Power of 3' to ensure consistent expectations within the classroom and around the school.
- Clear classroom display, and regular referral to, our behaviour expectations and Hallgate Values.
- Consistent use of positive reinforcement and rewards.
- Consistent and fair use of warnings and sanctions, in line with our Behaviour Policy.

### **EYFS**

The FS1 and FS2 creative curriculum gives children the necessary skills and knowledge to succeed in art and design as they enter Key Stage 1. Progressive skills have been identified and included in the strands outlined in the progression of skills document. The children work towards the Early Learning Goals at the end of FS2.

Children in the EYFS and pre-school will undertake investigative and skills based tasks during independent working time. Creative opportunities will be available to them on a daily basis and they will be encouraged to undertake focused practical tasks through directed and self-initiated stimuli. They will be provided with resources based on topics within the focus of the classroom and will be encouraged to design and develop ideas independently.

Children in the Foundation Stage work on a range of creative themes and tasks. Their work in Expressive Arts and Design links closely to other areas of the Foundation Stage Profile, especially Physical Development. Tasks and activities are aimed at developing pupils' motor skills using a range of different tools and materials. They are also supported in developing an independent approach to their work, selecting what they need to tackle a range of tasks.

### **Impact**

**By the end of EYFS, pupils will:**



- Be able to use art to be creative and express themselves in different ways
- Be able to create pictures of what they can see and imagine
- Develop control when using pencils, paint brushes and other materials

They will know that both thinking (ideas) and feelings (emotion). They will use a variety of ways to express and communicate through art. They will know that creative thinking involves original responses. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in art. They will have time to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories.

**By the end of Key Stage 1, pupils will:**

- Be able to use a range of materials in a creative way to design and make products.
- Be able to use drawings, paintings and sculpture to develop and share their ideas, experiences and imagination.
- Develop their own use of colour, pattern, texture, line, shape, form and space.
- Know about a range of artists, craft makers and designers.
- Describe similarities and differences between different practices and principles and use some of their techniques in their own work.

**By the end of Key Stage 2, pupils will:**

- Develop their techniques to create and experiment with greater control and choice of materials through the study of great artists and designers.
- Be confident in the use of sketchbooks to record their observations, develop, review and refine their ideas.
- Have improved their mastery of a range of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Be aware of different kinds of art, craft and design and the techniques that are used to create them.

**Resources**



- Most resources for art are stored centrally in the Art/Music cupboard.
- Teachers store some basic and frequently used resources in classrooms.
- Display, sugar and cartridge paper is stored on the shelves near the meeting room.
- All staff are responsible for ensuring that resources are stored correctly.
- All staff are responsible for informing the Subject Leader when extra resources are needed, when there are breakages and when consumables are running low.
- Phase leaders are responsible for ordering resources specific to the upcoming unit of work.
- The Subject Leader is responsible for carrying out an annual audit of resources and updating and replenishing resources when needed.

### **Social Media**

There is a clear statement on the teaching of art on the school website. Twitter is used to highlight the events and teaching that takes place within the school. All of the school tweets that relate to art and design contain the tag #HallgatePrimaryART to enable them to be sourced, found and evidenced quickly and efficiently for all school stakeholders.

### **Roles and responsibilities**

All people involved in the school community have a role to ensure that our vision for **everyone** at Hallgate to make, enjoy and appreciate art is achieved.

**The role of pupils** at Hallgate Primary School is to develop the confidence to be creative and acquire the skills necessary to allow for self-expression in art and design.

The role of the **Subject leader** is to;

Keep abreast of curriculum development and keep staff informed

Provide a strategic lead and direction in the subject

Review, audit and manage art and design resources

Provide support to staff on an individual basis, as required

Monitor the implementation and impact of the art curriculum, and review as necessary

Monitor and analyse assessment information by accessing the OTrack system

Communicate with senior leadership and governors in order for them to examine and monitor the quality of learning in art and design



Organise CPD where required

The role of the **Headteacher/Senior leadership team** is to:

Liaise closely with the art and design subject leader to discuss developments and progress  
Monitor the quality of teaching and learning in art and design across the school  
Ensure that staff are following the art and design policy

The role of **school staff** is to:

Follow and implement the school art policy and curriculum  
Use the schemes of work to create lessons, adapting resources to suit individual pupils' needs  
Assess and record pupil progress in art and design

### **The Role of Governors**

Our governors determine, support, monitor and review the school's policies. The governor who has the curriculum responsibility for art and design closely monitors the subject and regularly meets with the Subject Leader to discuss developments and progress.

### **The Role of Parents**

We believe that the active support and involvement of parents is crucial to children achieving their potential in art and design. We are committed to ensuring that parents are informed about the schemes of work we cover in our yearly planning cycles, **which are available on the school website. (?)** Parents' evenings and written yearly reports also support this partnership.

### **Links to other curriculum areas**

Pupils are provided with further opportunities within art and design to embed and strengthen their learning from other curriculum areas including, but not limited to: history, geography, science, maths and design and technology.



Art and design is a subject that is incorporated within a range of other subjects across the curriculum at Hallgate Primary School to help children express their ideas and to show what information they have learnt through a drawing or creative medium.

## **Assessment**

Art and design is assessed against objectives on Otrack, which link to the Progression of Skills document (forthcoming).

### Formative assessment

Formative Assessment is used to inform planning, teaching and learning. The assessment of pupils' work is a continuous process by teachers to ensure pupil progress has been made and objectives have been achieved.

Written or verbal feedback is given to the pupil in line with school Marking and Feedback policy, to help guide their progress. Following each unit, pupils are assessed against the Otrack objectives as outlined in the Progression of Skills.

## **Inclusion**

At our school we teach subjects to all children, whatever their ability and individual needs. Through our teaching, we provide learning opportunities that enable all pupils including those with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. When progress falls significantly outside the expected range, the child may have special educational needs.

Potentially vulnerable pupils are identified as part of our termly pupil progress meetings. Close monitoring of progress continues and, where improvements are not made, the class teacher completes a Record of Graduated Response. These are shared with parents, in line with our Inclusion Policy and the SEND Code of Practice.

### More able children

The SEND co liaises with the art and design subject leader and class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Teachers will be mindful of the extra needs



of more able children and will differentiate activities and expectations to allow for further progression and challenge.

### EAL (English as an additional language)

The school maintains a register of all children for whom English is not their first or home language. These children's needs are addressed both within the class, as far as possible, and through individual or small group sessions delivered by trained teaching assistants.

### **Inclusion & Equality**

The Hallgate Primary School Equality policy applies to art and design, in addition to all subjects across school. At our school, we aim to ensure the equality of opportunity for all, regardless of gender, age, ability, religion, race or cultural/ethnic background. All children are able to achieve their maximum potential as individuals and as members of society. Our school ethos is to actively promote a warm, caring community where everyone is valued.

### **Health and Safety**

The safe use of equipment and safe practice is an integral part of art and design teaching. It is to be promoted at all times. CLEAPSS must be adhered to when planning lessons. Staff are responsible for using the CLEAPSS guidance to ensure that their lessons are risk assessed where necessary. Risk Assessments must be included on plans to cater for allergies and disabled pupils, when appropriate.

### **Monitoring and Evaluation**

Monitoring for art and design is carried out in line with the school Curriculum policy. The subject leader is responsible for keeping up to date with developments in art and design and organising CPD as required. Best practice for this subject is identified and shared amongst practitioners as part of whole staff meetings and phase meetings.

The subject leader, supported by the SLT, is responsible for monitoring and evaluating standards in art and design across the school. The subject leader will provide an annual report to the headteacher and governors to



HALLGATE PRIMARY SCHOOL  
**Art POLICY**

inform the School SEF, using evidence gathered from: books, data, displays, learning walks, observations, planning and pupils' voice.

This policy will be reviewed at least annually and necessary improvement will be made following review. **Date for review - September 2024**