



# Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

*"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)*

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# Art and Design Policy

Completed by: Mr D Christie

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Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL  
MEMBER



# Stanley Crook Primary School

## Art and Design Policy

### Introduction

The teaching of Art at Stanley Crook Primary School provides opportunities to experience and explore materials, skills and techniques in different ways. Pupils have regular opportunities to engage with different art forms using sketching, painting, sculpting, printing and working with digital media. They will have the opportunity to create art inspired by famous artists and their style of work. Pupils are provided with the skills and knowledge to create pieces of work they can reflect on, refine and be proud of. Pupils will also be encouraged to recognise how they can improve work and recognise the progression they have made.

Children are provided regular interesting, diverse and cross curricular art opportunities through whole school art challenges/tasks.

School teaches a skills-based art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work.

Lessons are taught in blocks on a half termly/termly basis and involve studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The children will then be given constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. The evidence of their work is collected within the art sketch book which follows the children through the school. Photographs of larger, group or 3D pieces are also kept within this book.

It is the aim for every pupil to discover what they like and what art and media inspires them to be creative. We will encourage pupils to use their imagination powers and explore and express themselves through the arts. We strive to inspire pupils to be creative through art challenges/tasks, as well as through our everyday curriculum.

It is important for children to gain the confidence to see themselves as artists. We want them to leave our school with an abundance of wonderful memories of creative experiences that they have had. We also want our pupils to leave us with the knowledge, skills and learning capacities to tackle creative and artistic challenges in the future, taking pride in their progression and the artwork they have produced over their time at Stanley Crook Primary.

### Aims

- To deliver a rich and exciting visual arts curriculum which meets the needs of the current National Curriculum for Art.
- Enable teachers to grow in understanding, experience and confidence when teaching art, by supporting staff in how best to teach visual arts.
- Set a bench mark for excellence in art teaching, so children can be proud of their creative work, and can enjoy their learning and outcomes.

### **These objectives can be met if we enable children to:**

- Use their art books to record observations and develop ideas
- Use their art books to practise skills, develop them and make improvements over time
- Use great artwork as stimuli for creating and developing their own ideas
- Use their imagination to develop their own ideas and use these to design and generate artwork in the form of sketches, painting, 3D work, printing and digital art.
- Draw for sustained periods of time
- Have time to practise and develop the skills designed for their year group.
- Study work in a variety of genres and styles
- Study great artists from the past and present and from a variety of cultures
- Form opinions on the works they encounter using appropriate 'art vocabulary'
- Experiment with tools and techniques for drawing and sketching, painting and colour, 3D work, printing and digital art.
- Differentiation in many Art and Design activities will be by outcome.

### **Equality and accessibility**

We are committed to providing a teaching environment conducive to learning and are very proud of the quality of work displayed around our school and during our yearly art exhibitions.

Each child is valued, respected, and challenged, regardless of ability, race, gender, religion, social background, culture, and disability. The Equality Act (2010) requires all schools to promote equality of opportunity for all pupils. In Art and Design, we will meet this by:

Increasing the extent to which disabled pupils can participate in the school curriculum

Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.

Improve the availability of accessible information to disabled pupils.

### **Teaching of Art and Design**

In Key Stages 1 and 2, Art and Design is taught as a discrete subject in Autumn 2, Spring 2 and Summer 2. Art and Design alternates with Design and Technology each half-term. Art and Design is planned and structured using AccessArt. This ensures coverage of skills and ensure all lessons have a clear Art and Design objective. Art and Design is taught weekly and planning ensures all skills are adequately covered throughout the academic year. This ensures there is adequate coverage of the National Curriculum programme of study (see long term and medium-term planning).

### **How do we plan the Art and Design curriculum?**

- All teachers plan for coverage of the art skills and national curriculum objectives throughout the year and refer to these in their medium-term planning
- Staff plan the coverage of skills in a variety of ways to allow for teacher individuality while still fulfilling National Curriculum objectives and covering all skills from our individualised curriculum for their year group

### **How do we implement the Art and Design curriculum?**

- All teachers will ensure a learning objective is clearly identified with each piece of work in the children's art books. This should usually have a skills focus (sometimes this will not be applicable, e.g., if learning about an artist)
- Children will use art books to develop their ideas across all areas of our individualised curriculum (drawing and sketching, painting and colour, 3D work, printing and digital art)
- Where art books are not appropriate for developing skills (e.g., 3D work, digital art, final pieces), photos of work will be stuck into books to show progression of skills

- Teachers will clearly model skills during the lesson to support children's understanding and development of skills
- Children will be given opportunities to develop ideas and practise skills over time so that improvements are made, and skills are refined
- All skills for a year group will be covered by the end of the academic year

### **How do we monitor Art and Design?**

- The subject leader monitors Art and Design via:
  - Lesson observations or 'learning walks', where appropriate
  - Work scrutiny of art books and displays
  - Planning scrutiny
  - Art exhibitions
  - Photographic evidence
  - Pupil voice
  - Budget

### **The headteacher and senior leadership team monitors Art and Design via:**

- The action plan in the current School Plan
- Subject leader feedback
- The budget reports
- Overview of the whole school tracking

### **The governing body monitors Art and Design via:**

- Curriculum Committee
- The current SEF
- The current School Plan
- The review of the previous year's School Plan
- Displays around the school
- Headteacher report
- Curriculum handbooks
- Link Governor report

### **Building Teachers' Skills**

It's important that ALL teachers feel able to use the activities and approach within the Art Curriculum. In addition to all the resources available on the Access Art website, teachers are also able to access zoom CPD to support the pathways in the curriculum, helping to build teacher understanding and confidence. The curriculum is designed to enthuse teachers without overwhelming them, and to make sure that teaching art is a pleasurable and rewarding experience.

### **'Journeyful' Teaching and Learning**

The art curriculum does not provide prescribed teaching ideas and pre-defined outcomes. Instead the emphasis is on 'journeyful' teaching and learning which empowers teachers and pupils to become confident creative decision makers. Teachers and pupils can GROW with the curriculum, within clear structures and access to resources, which develop understanding of the WHY, as well as the HOW.

### **Knowledge-Rich**

The Art Curriculum is knowledge-rich, and pupils 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 simply technical and factual knowledge. The 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.

## **Progressive Curriculum**

Learning is built through a weaving and layering and revisiting of experiences. Progression (or “growth”) is seen throughout the Art curriculum. The curriculum is about OPENING UP what art is, giving pupils have lots of different kinds of opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks. It is an aim of the curriculum that every teacher understands the larger structure and relevance of what comes before and after, and that every child has the opportunity to find the elements of art, craft & design which resonate for them.

## **“I can” assessment**

There are no national standards in Primary Art and Design, so the curriculum design advocates gentle, ongoing assessment based upon lots of conversation, to discover intention and understanding, as well as looking at outcomes of the journey and end result. Creativity can be fragile – so teachers must tread with care. The curriculum has plenty of resources on how to approach assessment. Each pathway contains suggested “I Can...” statements which can use you to check understanding.

Tracking is input using the school FFT system.

## **Diverse and Contemporary Artists, Designers and Craftspeople**

The curriculum is supported by a series of “Talking Points” resources, carefully curated to introduce teachers and pupils to a wide variety of artists, designers and craftspeople from across the world. The curriculum also aims to juxtapose contemporary artists with more traditional artists, giving teachers the opportunity to look afresh at artists they may already study.

Pupils study artists, designers and craftspeople not so they can make copies or pastiches of their style, but so they can learn from the way they see the world.

## **Pathways**

Pathways aim to connect Pedagogy-based resources and activity-based resources within the curriculum, together with external links to websites which explore chosen artists/themes, to form a flexible structure which teachers can navigate easily. Pathways follow tested pedagogical approaches and help build teacher understanding in addition to providing progressive projects.

