

FELSTED PRIMARY SCHOOL

ART AND DESIGN POLICY

January 2025



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

At Felsted Primary School we use the curriculum designed by Access Art.

“Designed around the idea that art is far more than a series of technical skills, our holistic curriculum nurtures creative thinking skills and helps ensure pupils learn *through* art, as well as *about* art.”

INTENT

- To enable all children to have access to a varied range of high quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experiences
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences
- To develop children's design capability
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

IMPLEMENTATION

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

The pathways set out in the planning allow children to revisit skills and experiences. This gives them opportunities to grow and progress. The scheme allows teachers to understand the structure and relevance of what comes before and after and allows children to have opportunities to find elements of art, craft and design which resonate for them.

The Art curriculum is knowledge-rich and pupils will learn a wide range of skills, developing understanding and showing clear progression. It balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners that will hold them in good stead whichever direction their learning takes them.

IMPACT

By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

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 benchmark for excellence in art teaching, so we can be proud of our creative curriculum, and pupils and teachers can enjoy the journey and outcomes.

ART AND DESIGN CURRICULUM PLANNING

We follow the Access Art Split curriculum. Each year group teaches art for a half term and then moves on to DT for the other half term. This ensures a good focus and time spent building up and working through a pathway. The pathways are designed to link and build skills from reception right through to Year 6. There are opportunities within each pathway to link to the work of both traditional and contemporary artists. The children cover all the elements in the National Curriculum. Pathways aim to connect pedagogy-based resources and activity-based resources. They follow tested pedagogical approaches and provide progressive projects.

PROGRESS AND ASSESSMENT

There are no national standards in Primary Art and Design, so we advocate 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. Each pathway contains suggested "I Can..." statements which are used to check understanding.

Teaching art and design to children with special educational needs

Most children will be able to access the Art curriculum with reasonable adjustments. There is a SEND curriculum that can be used alongside for those individuals who cannot access this.

MONITORING

Monitoring takes place through sampling children's work, looking at sketchbooks and lesson drop in.

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected, mostly by taking photographs of them and uploading them to the school's 'Tapestry' platform and by using the Art subject flag.

ROLES AND RESPONSIBILITIES

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

RESOURCES

There are a wide range of resources to support the teaching of Art and Design across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some other equipment, including specialist books are kept centrally. There is a range of electronic art resources and teaching tools available virtually. Video clips, documents and images are available on the Access Art website to support planning and teaching.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children.

PROFESSIONAL DEVELOPMENT

Training and CPD is available as part of the Access Art package. Any further training or updates can be arranged by the subject leader.

HEALTH AND SAFETY

In this subject the general teaching requirement for health and safety applies. We teach children how to follow the proper procedures for safety and hygiene.

EQUAL OPPORTUNITIES

Careful planning and awareness of individual children's needs and interests will ensure that every child will have equal access to the Art and Design Curriculum regardless of race, gender or class.

POLICY MONITORING

The Art & Design leader is responsible for the monitoring of the implementation of this policy. The leader reports to the head teacher on the effectiveness of the policy. The policy will be reviewed every 2 years.

Signed:

Headteacher

Date: 29/1/25

To be Reviewed January 2026