



# Art and Design Policy

**DRAFT**

To be adopted by Hunslet Moor Primary School  
Governing Body in September 2022

## **Intent**

At Hunslet Moor Primary School, our curriculum ensures that all pupils have the chance to succeed, regardless of their starting points. We believe Art and Design education should be inclusive for all, allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. The Arts are essential in life. They can shape and define who we are and how we understand ourselves and our possible selves. Art and Design supports the development of communication, fine motor skills and skills that support pupils with SEMH needs. As Art and Design draws upon the sensory experiences, it is crucial to children's educational development and 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 encourages them to express their individual interests, thoughts and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially. We are proud to offer pupils at Hunslet Moor Primary School vast opportunities in Art and Design through our curriculum that inspires all of our children.

## **Purpose of Study – Why teach Art?**

Art, Craft and Design embody some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore, experiment, invent and create their own works of Art, Craft and Design. Artistic experience fuels imagination and in turn imagination fuels creativity. All children from Nursery to Year 6 have the opportunity to learn new Art skills and techniques through a creative and exciting Art curriculum. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. By the end of Year 6, children will have learnt about the work of at least 51 different famous artists and will have a solid understanding of how Art reflects and shapes the world's history and culture, creativity and wealth of our nation. Art education should foster an enjoyment and appreciation of the visual arts, and a knowledge of artists. Below are ten key reasons of why Art should be taught:

1. Working in the Arts helps learners to develop creative problem-solving skills.
2. Teaching through the Arts can present difficult concepts visually, making them easier to understand.
3. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.
4. Visual Arts teach learners about colour, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work.
5. Integrating Art with other disciplines reaches students who might not otherwise be engaged in classwork.
6. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world.
7. The Arts provide challenges for learners at all levels.
8. Art education connects students with their own culture as well as with the wider world.
9. Children who participate in regular Art are proven to be more likely to engage in maths and science fairs, or win an award for writing an essay or poem due to their increased creativity and imagination.

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10. The Arts are proven to lead to fewer behaviour incidents, higher attendance and higher results during exams.

## **Aims and Objectives**

Hunslet Moor Primary School fully support the National Curriculum' aims, by providing opportunities for its pupils and ensuring that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The aims of Art at Hunslet Moor Primary School also include:

- To develop children's knowledge of Art and experience a variety of Art techniques through working in a range of appropriate contexts using a wide variety of resources.
- To promote positive attitudes to Art, and to develop confidence in working with different media, so that they develop an expertise in using both materials and equipment and so to enable the realisation of their ideas.
- To help each child achieve their creative potential in both two- and three-dimensional work, working on a variety of scales through, exploring their own imaginations, experiment freely and encourage them to select their own ideas to use in their work.
- To ensure a well-balanced coverage of all aspects of Art and links to their own experiences.
- To provide opportunities for children to acquire and develop knowledge and understanding of the process, skills and language of Art.
- To provide quality learning experiences for children by having well trained, supported staff and high-quality resources.
- To explore with children the ideas and meanings in the work of artists, craftspeople and designers and help them learn about their different roles and about the functions of Art, Craft and Design in their own lives and in different times and cultures.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

## **Implementation**

The teaching and implementation of the Art and Design curriculum at Hunslet Moor Primary School is based on the National Curriculum and linked to topics where possible. This is to ensure a well-structured approach to this creative subject is created and allows for progression in all areas of the Art and Design curriculum from Nursery to Year 6, along with an exploration of a broad range of skills.

The children are taught Art as part of their termly topic where links are strong and through skill focus topics or artist focus topics, where children can explore and experiment with resources and tools. Skills covered across the curriculum include, collage, drawing, painting, sculpture, print making and design, along with sketchbook focuses where children will explore the work of local, national and

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international artists from all art movements and time periods to enhance the children's learning. More detail can be found in our Long-Term plan.

Enrichment activities are encouraged within the curriculum to inspire and encourage children to take up art as a career in the future. The children's learning is further enhanced with a whole school Arts week in the Summer term, where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

The school uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Art and Design, showing progression from Nursery up to Year 6. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and critiquing, and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate and critique their own ideas and methods, and the work of others, to say what they think and feel about them. No opinion or answer is a wrong answer, as Art and Design are very opinion-based subjects and the children should be exploring this aspect of Art as well. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## **Entitlement**

### **EYFS**

We encourage creative work in Nursery and Reception classes. We relate the children's creative development to the objectives set out in the Early Years Foundation Stage Profile, assessing and tracking progress through development bands and Early Learning Goals, which underpin the curriculum planning for our pupils. Pupils' learning includes: art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The pupils are given opportunities to work independently and collaboratively as part of child initiated and adult focused learning.

### **Key Stage 1**

Pupils are taught:

1. To use a range of materials creatively to design and make products.
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line,

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shape, form and space.

4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
5. To create sketchbooks to record their observations and use them to review and revisit ideas.

## **Key Stage 2**

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

1. To create sketch books to record their observations and use them to review and revisit ideas.
2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
3. About great artists, architects and designers in history.

## **Teaching and Learning**

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, being critical of themselves, artists and all artwork, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff are all provided CPD support for the Art and Design curriculum.

## **Assessment and Record Keeping**

Class teachers will complete a planning sheet that will act as a termly record of work covered. At the end of the unit of work, teachers will then assess children against the key objectives and expectations for that unit which will also be added to the teachers planning sheet. Children are encouraged to evaluate, develop and refine their own and others' skills. Self-assessment is a crucial part of the assessment process. These assessments will then form the basis of the children's annual report to parents, as well as inform the children of future targets which they need to achieve. Teachers in Y2 and Y6, in particular, need to be aware of the Level Descriptors set out in the National Curriculum, and know at what level the children are working.

We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluations, critiques, self-assessments and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Children in Years 1 – 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Progression from each year group should be clear. Teachers are to store photographs of finished pieces in their art folders which is to be passed onto the Art Lead at

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the end of the year.

## **Monitoring and Review**

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. Monitoring takes place regularly through sampling children's work and teacher planning.

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

The Art and Design subject leader produces an annual summary report evaluating the strengths and areas for further improvement. Progress is reported each year at parent evenings and annually on a pupil's written report.

## **Inclusion and Equal Opportunities**

All teaching and non-teaching staff at Hunslet Moor Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability feel safe and have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. We are mindful of, and adhere to the three principles for inclusion; Setting suitable challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Accessibility and Teaching to pupils with EAL and SEND Needs**

At Hunslet Moor Primary School we teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. We believe that all children should have access to the full range of Art activities which are appropriate and resources effectively. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

## **Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of

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tools and equipment and insist on safe practice.

## **Resources**

Resources are stored in the locked Art cupboard (Art leader keeps the keys) and draws beside the Art cupboard. The Art leader monitors what additional resources are required. Teachers should request specific materials which they need for a project/Unit of Work in sufficient time for them to be ordered.

## **Curriculum overview**

Our school uses a variety of teaching and learning styles in art and design lessons, with our principal aim being to develop the children's knowledge, skills and understanding. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, critique, revisit and improve their work.

Each Art topic will follow a sequence of:

1. The introduction of a starting point/theme.
2. Introduction of focus artist.
3. Introduction of specific Art movement.
4. Exploration of the artist and their artwork.
5. Key skills/techniques/materials are introduced (this step is only explored through sketchbooks if it is a sketchbook focus topic).
6. Exploration through sketchbooks.
7. Sometimes may end with a final piece being produced and then critiqued and evaluated through sketchbooks.

## **Cross Curricular Links**

### **English:**

Art and Design contributes to the teaching of English in our school by encouraging children to ask questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. Art and Design also supports children with their fine motor skills, that are needed to engage with other aspects of the curriculum.

### **Reading:**

Art and Design contributes to the teaching of Reading in our school by encouraging children to infer meaning from artwork created by artists and each other, questioning what was meant by the artist by the title of the work and allowing them to compare work by different artists from around the world.

### **Mathematics:**

Art and Design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **Personal, social and health education (PSHE) and citizenship:**

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists

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and other talented adults during their work.

### **Art and design and ICT:**

ICT enhances our teaching of Art and Design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using scanners and ipads. They record their observations, and the children also use the internet, to find out more about the lives and works of famous artists and designers.

## **Spiritual, Moral, Social and Cultural Development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

### **Cultural Capital**

While the starting point of a sequence of Art lessons can be anything linked to PSHE, Science, RE, English, topics, etc. it is important that children are exposed to different Art styles and movements, by different artists; from different cultures, genders and races. The key artists have been chosen carefully, for each year group for these reasons.

When teaching children about an artist, ensure that you show them a photograph (if possible) and relate some of that artist's life history to give them context and a basis for the children to form their ideas about that artist and how and why they make the Art they do.

## **Art and Design Sketchbook Policy**

Within the National Curriculum all children are expected to create sketchbooks to record their observations and use them to review and revisit ideas. The sketchbook is a place all children have freedom, there are no rules or structures to follow within a sketchbook. It is where they are free to explore their imagination and experiment with any idea that comes to mind.

Sketchbooks are embedded from Year 1, where children are encouraged to experiment and make simple annotations. By the time children reach Year 6 their ability to work in sketchbooks is natural. They use pages to enhance their learning. A place they can learn about different artists and use what they learn to develop their own style as an artist. The children are then given 'free time' in their

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sketchbook focus lessons to develop areas from past lessons that they would like to explore further.

### Purpose of sketchbooks:

A sketchbook is an important personal record used:

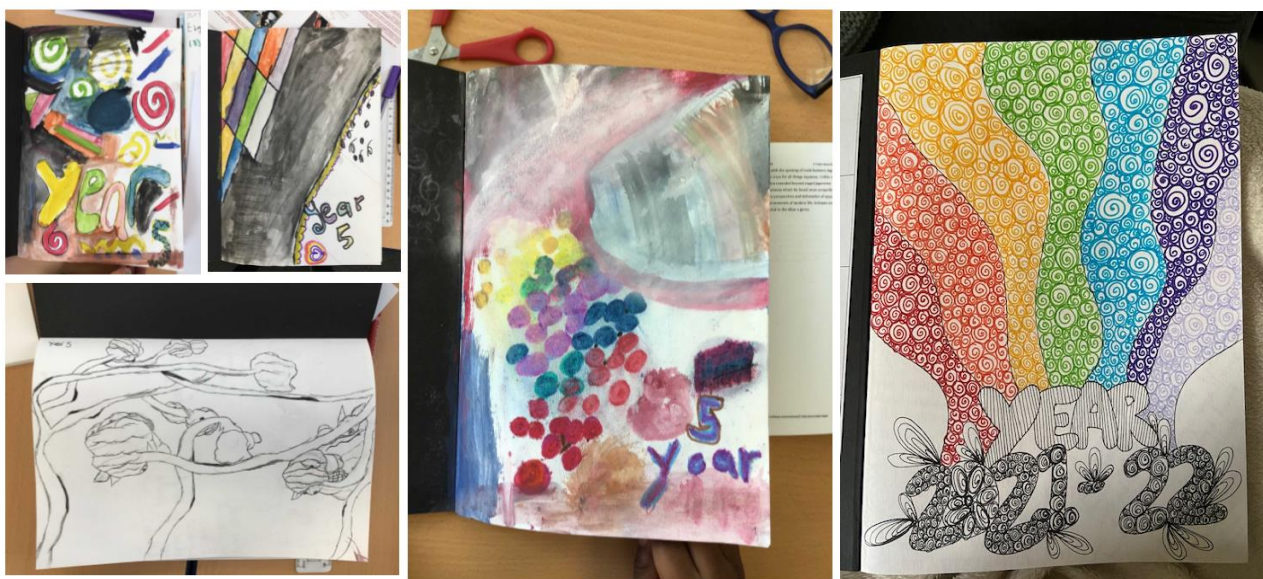
- To gather, collect, experiment, critique and reflect.
- To assess children's skills and progression in Art and Design.
- As a way for children to express themselves and their creativity.

### How to use sketchbooks:

- Sketchbooks should be owned by the pupils. As such, sketchbooks should be individual and develop personality, therefore a class of sketchbooks should not look the same.
  - Children should create a front page for their sketchbooks, which only contains their first name/s. (Example below) (Only use pens, feltips, or pencils for this to reduce smudging)



- At the start of each academic year, children should create their Year group front page within their sketchbook. This **MUST** contain only their year group. (Example below) (Anything can be used for this, such as; oil pastels, soft pastels, watercolour, pens, pencils, etc.)



- Sketchbooks should be used to show a journey of progression of an Art unit. There should be clear development and build of skills/knowledge/techniques that lead to a final

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outcome/piece of Art, that is photographed and then annotated with critiques and an evaluation within their sketchbooks.

- Children should use sketchbooks to be 'Art detectives'; describing, discussing, analysing, critiquing, interpreting, and making personal judgements about works of Art. Ask them to analyse and critique the sensory, formal, technical and expressive properties of a piece of Art.
- Key Art vocabulary should be introduced, explored and tracked through sketchbooks as well.
- Sketchbooks do not have to be used in every Art lesson. Sometimes it is not appropriate to use sketchbooks in an Art lesson, for instance; the making of a sculpture/3D Art, display work or when you need a bigger canvas than A4.
- Where practical work is done, photo evidence can be stuck into the sketchbooks. Children can write about what they did, the skills they used, what they enjoyed and any feedback they shared with you. This can effectively demonstrate the 'critique', 'evaluate' and 'reflect' part of Art and Design.
- Sketchbooks should continue with the child throughout school in order to show progression of skills throughout their school journey. Children should only get a new sketchbook when their first is full.
- A short date should be placed in the top corner of a page when they use them within the lesson, but there should be NO learning objective included in the sketchbooks.

### **Analysing Art:**

- Sensory (descriptive) properties:
  - The Art elements of line, shape, texture, and colour. Large and small size, deep and shallow, space, dark and light, etc.
    - What colours do you see?
    - Are there any lines?
    - Can you see a round shape?
    - Is there a dark colour?
    - What is the biggest/smallest shape?
    - How many primary/secondary colours do you see?
    - Is there any negative space?
- Expressive (interpretation) properties:
  - The mood, feeling or philosophical concepts of the work.
    - Is this a sad/happy work?
    - Why did the artist make it?
    - What is the artist telling us?
    - Would you like to have this in your home?
    - Does it make you feel good/bad?
    - Would your adult(s) like it?
    - Who do you think would like/not like this, why?
- Formal (analysis) properties:
  - The way the Art work is organized. Unity, repetition, balance, contrast, dominance,

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rhythm, variety, etc.

- Are there repeated shapes?
  - Are there opposite things?
  - Is one thing more important?
  - Can something be changed?
  - Is the colour needed over here?
  - Are there light/dark things?
  - Why did the artist make these choices?
- Technical (judgement) properties:
    - How the work was created. The medium used (watercolour, oil paint, acrylic, bronze, wood, etc.). The tools used (brush, pencil, crayon, ink, pen, printing press, camera, etc.). The method used to make the work (drawing, photography, painting, sculpting, printing, etc.).
      - How did the artist make this?
      - How did the artist make this part look so \_\_\_\_?
      - What kind of tool did the artist use?
      - Do you think the artist used \_\_\_\_ to make this?
      - What is the difference between a pencil drawing and this work?
      - Do you think the artist drew a plan before making this \_\_\_\_?

Analysing verbally or written, provides great opportunities for children to practice forming persuasive argument.

- I agree/disagree with \_\_\_\_ because ...
- Another point of view is ...
- On the other hand ...
- I believe that ...
- It has been suggested that ... however ...
- It has been put forward that ... but I believe ...
- Having listened to ... I still feel that ...
- Although many people have suggested that ...
- Despite listening to some very convincing argument, I still believe that ...
- I'd like to add that ...

### **What sketchbooks should look like:**

- Sketchbooks should be individual and personal to each child. They should be a collection of ideas and feelings.
  - Children should create a front page for their sketchbooks, which only contains their first name/s. (Example above)
  - At the start of each academic year, children should create their Year group front page within their sketchbook. (Example above)
- It is a place for children to practice, develop and refine their work. Mistakes should be encouraged, not to be rubbed out or removed, but instead be seen as part of the learning process. Get children to critique themselves and explain their reasons using Art technical language.
- Children should take pride in their sketchbooks but they do not have to be beautifully neat and tidy. It should be considered a working document and some pieces of work may appear

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messy or even chaotic. What may appear messy to us could be that child's best effort.

- Children should paint, chalk, oil pastel, soft pastel, collage and print directly into the sketchbooks unless a bigger canvas than A4 is required. If a final piece is required for display, then a photo of the final piece should be evidenced in their sketchbooks.
- Sketchbook content should be treated with respect. Teachers do not need to mark directly into their books (see 'Marking Sketchbooks' below). Children should be taught and encouraged to treat their own and other children's work with respect. Remembering this when they critique their own work and other children's work.
- Sketchbooks can be used as a place to collect:
  - Photographs.
  - Photocopies of art work.
  - Pictures from magazines, cards, calendars etc.
  - Samples of fabric, textures and materials.
  - Poems or stories that may have been used to stimulate a response.
  - Any form of stimuli used to generate a response.
- Sketchbooks should be used as a place to:
  - Explore artists, engaging in studies and explorations.
  - Explore, critique and evaluate artwork created by famous artists from around the world.

### **Marking Sketchbooks:**

- Marking should not comment on how good the work is. Marking should be positive and constructive and link to the key skills/techniques being taught. Examples of effective marking in sketchbooks: "Great use of shading here, I like the way you've made the object look 3D," "The colours you have used here are really effective."
- Teachers do not need to mark directly into sketchbooks. They should use discussion to provide verbal feedback, or mark on a post it note/paper and attach to work.
- The lack of learning objectives being fixed or written onto the pages or lack of official teacher marking allows children to take control of their own learning and start to develop a truly independent artistic style.

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### **Supportive websites and documents:**

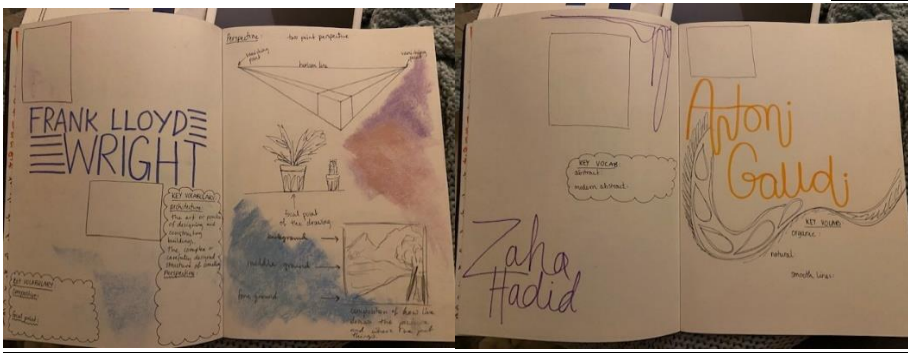
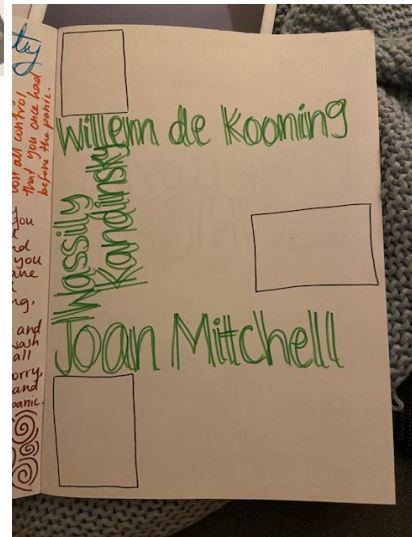
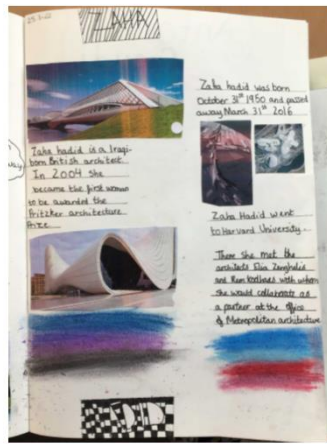
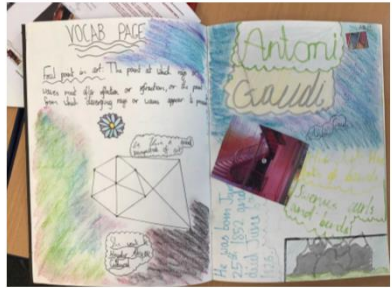
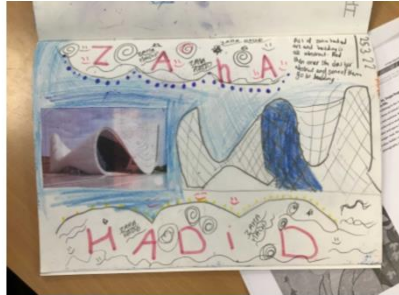
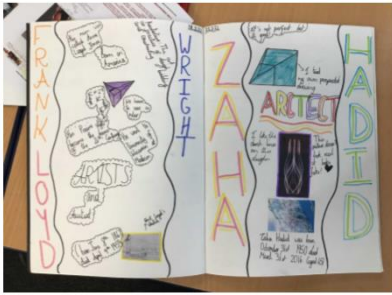
- Why teach Art? Document to support in folder named: Art and Lifelong Learning.
- AccessArt Sketchbooks in Schools (in folder).
- <http://gomersalprimaryschoolart.blogspot.com/2020/05/sketchbook.html?q=policy>
- CPD documents to be uploaded once delivered.
- Template slides and planning documents to be shared with staff.

### **More examples of sketchbook pages:**

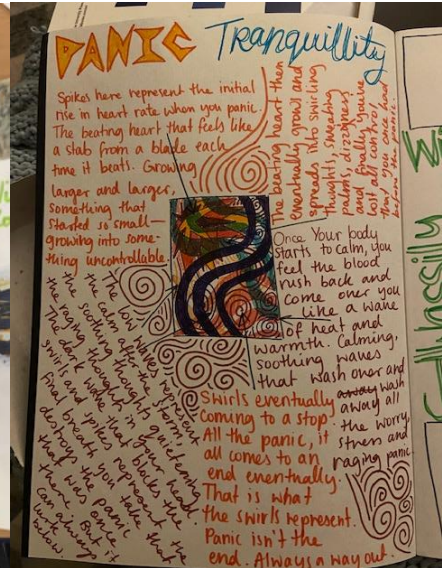
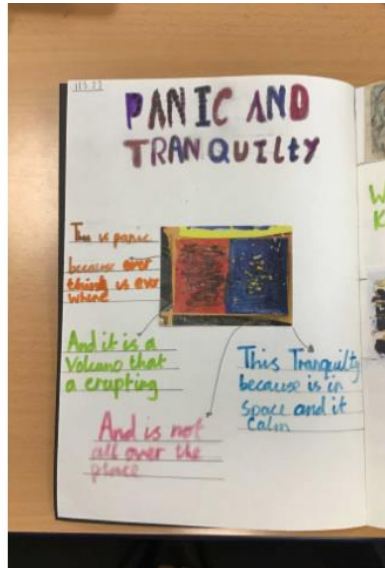
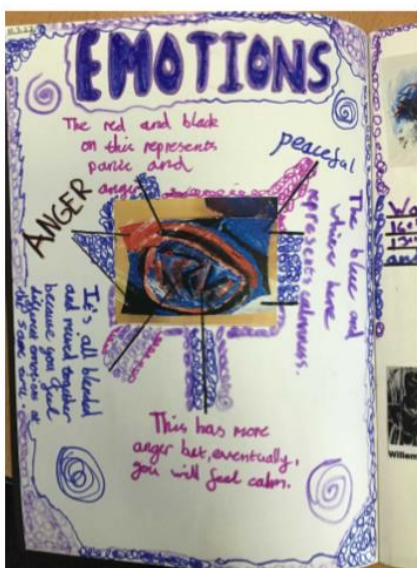
These below show images of artist focus pages, notice how there are no rules of how to do it, but many children choose to design them following the artist style of art:

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These below show pages where children have annotated their own work, this is a page for critique or evaluation of their own work. Where they compare it to the artist style and write things they like or dislike and would prefer to change if they did it again.



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