

# Stocks Lane Art and Design Policy



May 2025

To be reviewed May 2027

## **Rationale**

Art and Design is one of the many crucial foundation subjects in the National Curriculum. Foundation subjects that give a taster to students of what they enjoy and excel at doing. They allow children to develop a clearer understanding of what they would like to progress further in, in their education and spare time. Each of the Foundation Subjects introduces students to a wide variety of skills and knowledge. Art and Design encourages creativity. It stimulates and encourages individuality and imagination and is a powerful tool for enhancing mental wellbeing. It provides a unique way of understanding and responding to the world.

At Stocks Lane we strive to provide the best Art and Design education for our students. For many of our students it is a session of relaxation and their creative outcomes never cease to impress!

## **Aims and vision**

At Stocks Lane, a high-quality education in Art and Design will teach pupils to critically evaluate and explore different mediums and styles so that they can gain a comprehensive understanding of a range of artists, techniques and styles. Our pupils are encouraged to develop the analytical and creative skills required to fully explore and engage within a variety of art topics. During all art and design sessions the pupils at Stocks Lane Primary School are given the opportunity either to write or vocalise their thoughts and observations using art specific vocabulary. All children are encouraged to be independent and resilient in practical activities to ensure they are able to develop and perfect their artistic abilities. At Stocks Lane we aim to nurture children's creativity and individuality by allowing them the freedom to direct their own artistic outcome. We understand what it is to be an artist, designer and engineer, and we strive to give children the time and space required to develop their own artistic style and confidence.

Within Design and Technology, we strive to give a complete coverage of the outcomes set in the National Curriculum. A yearly overview has been completed to ensure the coverage is thorough and most elements of Design and Technology are covered at least once in each year group. The overview ensures that the sessions delivered allow for progressive outcomes where the pupil's existing skills and knowledge are stretched further during each year.

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

Art and Design is taught on a weekly basis and sessions tend to run longer than the usual hour slot. Some sessions require a double session in order for the objective to be achieved. Each half term classes alternate between Art and Design and Design and Technology. For example, in Autumn 1 Year 3 will focus their creative learning through mastering objectives from a Design and Technology stance and then in Autumn 2 they will begin mastering skills and objectives from the Art and Design curriculum. This ensures that pupils have the opportunity to thoroughly develop both art and technology-based skills for every termly topic.

At Stocks Lane Primary School, we ensure the coverage of special events in our Art and Design curriculum. Medium term planning considers the many wonderful religious, world and community events and celebrates these through fun and practical one-off sessions. The outcomes of these one-off sessions require the pupils to use an existing skill taught throughout the previous block thus consolidating their learning. It is our hope that through this process of consolidation pupils will become more masterful of the many Art and Design techniques.

We aim to motivate our pupil's involvement in Art and Design through celebrating their outcomes. Pupils creative work is exhibited on displays in the classroom and around school. It is also often shown in class assemblies and on the school website, where children receive a great deal of praise for their efforts.

Each school year we celebrate the creative subjects by hosting an Art Week and an additional Design and Technology Week. It is through these focus weeks that children are able to develop their skills

further through a whole school theme. The work produced during these weeks is exhibited for parents, usually in the library or hall.

### **The Foundation Stage**

We aim to provide a rich environment for our youngest children to thrive artistically. The Early Years classroom is a place of creativity. The teachers enjoy making it bright and entertaining and they strive to provide an environment which provokes the imagination of our youngest pupils. Pupils are inspired to further develop their creativity through verbal feedback and positive questioning. In Reception children have access to several creative areas in which there are inviting, daily activities and resources to entice and develop each pupil's artistic flair. Through electronic observations, we relate the children's creative development to the objectives set out in the Early Years Framework

### **Key Stage One**

In Key Stage One pupils explore Art and Design skills following a three-step sequence; explore, replicate, innovate. It is through this three-step process that children are able to research, practise and finalise a creative masterpiece. The learning sequence for KS1 is shorter in order to engage the children's interests. By making the sequence shorter children are able to produce more than one masterpiece each half-term. KS1 pupils develop an increased breadth of skills through the quicker turn around. This ensures that on entering KS2 they have a well-established base knowledge and have experience of using most basic techniques.

### **Key Stage Two**

In Key Stage Two, each half term (block) each class is given at least one final outcome which they are to achieve by the end of the block. Throughout this block of learning the children will learn through a series of sessions which follow a four-step sequence, explore, replicate, innovate and evaluate. Within each of these steps children have the opportunity to artistically analyse, research and evaluate, design, experiment, master and finalise their creative ideas.

New Art and Design skills are taught through a process in which pupils are able to see a modelled example before practically exploring the technique themselves. They are then asked to utilise this skill to replicate an existing piece of art/technology. Finally, when pupils are more masterful with the technique they are required to produce their own innovation of the chosen Art and Design outcome.

### **Planning**

As previously mentioned Art and Design activities are planned through a comprehensive three or four step sequence. A separate Medium-Term Plan is produced by the subject lead and this is produced through working collaboratively with all class teachers and stems from Long Term Planning and the Curriculum Overview. It is through this collaborative approach that the subject lead can ensure full coverage of each objective in the Art and Design and Design and Technology curriculum.

### **Marking, Feedback and Assessment**

- The whole school marking scheme is used for any written tasks and children are prompted with next steps using the numbers 1-4 and children will edit written work accordingly.
- The teachers and support staff within the room are constantly monitoring children's art learning and so verbal feedback is given whenever necessary. Here at Stocks Lane we believe verbal feedback is a hugely important tool in further progressing art and design skills and understanding.
- Children are encouraged to evaluate their own and other's work, during this process they are required to think about strengths and areas for improvement.

## **Provision and Inclusion**

We recognise that Art and Design is a subject where any child can thrive. Some of our most advanced creative pupils are children who are within the SEND category. At Stocks Lane we ensure that every artist, designer and engineer is noticed and valued for their contribution towards the creative curriculum.

- We recognise that some children may need specific help with their English skills e.g. if they are dyslexic, although they may have other strengths within the subject.
- We give extra support where needed, for example resources may need to be pre-cut, a step-by-step guide may be needed to know and recall next steps/two-part instructions.
- We ensure that pupils with particular ability and flair for Art and Design are extended through the use of additional, more demanding, open ended tasks and planned challenges within each lesson.

## **Role of subject leader**

The Subject Leader is responsible for improving the standards of teaching and learning in Art and Design through:

- Monitoring the teaching of Art and Design across the school.
- Pupil progress meetings.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Art developments through their own CPD and that of others.
- Ensuring adequate monitoring and assessment of Art across the whole school.
- Supporting teacher's art and design subject knowledge.
- Organising Art and Design and Technology Weeks.

Signed Chair of Governors:.....

Signed Headteacher:.....

Date:.....