

# Parsloes Primary School



## Art and Design Policy

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## **INTENT:**

At Parsloes Primary School we believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with new knowledge and skills. Lessons should provide opportunities for active learning and allow pupils to experiment, invent and create their own works of art, craft and design. Pupils should be able to think critically and develop a more rigorous understanding of art and design, which they can communicate to others using subject-specific language. The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists.

## **VISION:**

The Art and Design curriculum is an integral part of the National Curriculum which enables our children to learn through:

- the language of art, techniques, resources and methods
- finding out about self-expression and knowing that we can all create in a variety of different ways
- being engaged and absorbed in creativity with an emphasis on finding out and experimenting
- learning about the influences of culture, belief, time in history on art and how people express themselves
- investigating methods and ideas of well-known artists, sharing our own ideas on how to move on, discuss thoughts and suggestions with peers

At Parsloes, we can achieve this vision by:

Teaching Art through a curriculum, which allows children to express their creative imagination using an array of techniques, methods and media 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 by the study of a diverse range of artists from different times throughout history. Art and Design is taught as part of a half-termly or termly topic, focusing on knowledge and skills as stated in the National Curriculum. At Parsloes Primary School, the evidence of their creative ideas and work is collected in a SketchBook, which follows the children throughout their school life. Photographs of larger, group or 3D pieces are also kept within this book.

## **TEACHING AND LEARNING:**

### **Planning:**

Art is taught framed by the objectives as outlined in the National Curriculum:

### **By end of Key Stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

## **By end of Key Stage 2**

Pupils should be 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 should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

## **ASSESSMENT AND MONITORING:**

Assessment is based around the Big Question for each unit of work. Each Big Question is linked to the key knowledge and skills taught throughout the unit. Teachers will monitor progress and attainment throughout the unit using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to inform planning and record end of unit assessment judgements for pupils.

## **SEND:**

Teachers have high expectations of all pupils. This includes pupils of all abilities, social and cultural backgrounds, those with disabilities and Special Educational Needs. Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.

## **REMOTE LEARNING:**

Please see the Remote Learning Policy and the Covid addendum for more information.