



Mountbatten Primary School

Art and Design Policy



1	Summary	Art and Design Policy			
2	Responsible person	Mollie Harrison			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Jamie Wegg			
6	Who has been consulted and recommended policy for approval	Governing Body			
7	Approved by and date	Autumn 2023 – Governing board.			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



Contents

Aims and Objectives.....4

Whole School Curriculum Intent.....5-6

Subject Curriculum Implementation.....7

Subject Provision across the School.....9-10

Assessment for Learning.....11



Aims and Objectives

The National Curriculum for Art and Design states that 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 experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The aims of teaching art are to ensure that all pupils:

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



Whole School Curriculum Intent

At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil. Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child.

Staff have adapted and provided detailed, embedded schemes of work which provide them with an in-depth plan and a range of techniques which the children can be taught and these have been created to support children's previous knowledge. Children also have the opportunity weekly to participate in observational drawing lessons, this helps the children to concentrate and focus on different aspects of the object which they are drawing by being taught a variety of strategies to help support this which staff have learnt through training.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish

Subject Curriculum Intent

- The Art curriculum is designed to develop creativity and individual expression, while providing opportunities for collaborative work
- Pupils are given the opportunity to produce creative work, exploring ideas and recording their ideas.
- Pupils become proficient in drawing, painting, sculpture, collage, textiles, 3D designs and print making



- Skills needed to evaluate and analyse creative works using the language of art, craft and design are developed
- Educate pupils about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Themed Art weeks take place once a term to enable all pupils to apply and refine art skills



The implantation of the Art and Design curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Curriculum knowledge
- Progression of Skills documents
- Subject specific vocabulary
- Recap of prior learning
- Schemes of Work
- Observational Drawing
- Teacher subject knowledge
- Resources
- CPD

Subject Curriculum Impact

- Outcomes of pupils in each year group
- All pupils to be confident with the skills taught in each year group, and are equipped to build on these during the next school year and beyond
- Instill an interest in pupils of Art beyond just drawing and painting
- Pupils to have a sound knowledge of artists, their works and their techniques
- All pupils able to use appropriate subject vocabulary when evaluating and appraising art works

Curriculum Planning

Art is a foundation subject in the National Curriculum. Our school uses the National Curriculum Art and Design Programmes of Study as the basis for its curriculum planning in Art and Design. At Mountbatten Primary School, Art is taught through a termly art week to enable pupils to develop their skills, techniques and knowledge through staff following the in-depth schemes of work.

The long-term plan maps out the units covered in each term during the key stage. It is written by the subject leader in consultation with SLT and other members of teaching staff. The medium-term plan for Art is used to support teachers in year groups writing their half-termly year group medium term plans. These are checked by the subject leader and SLT for progression of skills and knowledge.

Staff have developed schemes of work which support to plan and be able to help children be aware of a variety of techniques and artists and to progress the skills from year one to year six. Activities are planned in Art and Design so that they build on the prior learning of the children. Children of all abilities are given the opportunity



to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Children also have a weekly opportunity to complete observational drawing with a focus on concentrating on different aspects of objects to help them improve their sketching skills.

Subject Provision across the School

EYFS

Art and design teaching in the Foundation Stage is based on Early Learning Goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Art and



Design makes a significant contribution to the ELG objectives developing expressive arts and design. There are two key elements to this curriculum area; handling and using media and imagination. Pupils are encouraged to experiment and safely use and explore a variety of materials, tools and techniques and experiment with colour, design, texture, form and function. They are also encouraged to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art and design.

Key Stage 1

As the children progress through Key Stage 1 they use their prior knowledge of tools and materials to explore and develop their ideas by drawing, painting, collage, textiles, digital, media and printing, by collecting ideas and talking about them. All pupils in Key Stage 1 use a sketchbook to record ideas and practice techniques.

Our aim at Mountbatten Primary School is to give the children the opportunities to use a wide range of media and tools to develop their artistic skills and to experience creating products where the varied elements are used. We want our children to understand that we can talk about our work and the work of others and that we can use artists' work as an inspiration for our own work.

Key Stage 2

Children's creative development in Key Stage 2 should build on their experiences provided in Early Years Foundation Stage and Key Stage 1. It is important that the knowledge and skills in Key Stage 1 be extended and developed in Key Stage 2.

By the time the children reach Upper Key Stage 2 we aspire to equip them with the skills and confidence to develop their own ideas and adapt them as they progress. The majority of children will be able to use their acquired skills safe in the knowledge that ideas are valued and appreciated by the adults who are providing the scaffolding on which to create a piece of art and design.

In Key Stage 2 our children use sketch books as an integral part of the exploration and development of ideas. We aim to encourage the children to use their sketchbooks as a means of recording, investigating and experimenting with



materials, images and ideas. If the children choose to collect samples of colour, texture, likes and dislikes then the sketchbooks are the place to store them.

Resources

The school has a wide range of resources to support the teaching of Art and Design across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Art and Design store.

Assessment for Learning

Teachers will assess children's work in Art and Design by making teacher assessment judgements during lessons. Evidence may be seen in books, on 2D displays and most commonly through 3D models and photographs of children's work.



Once a unit of work has been completed, a teacher assessment judgement is made about the work of each pupil, children are given more freedom to explore their imagination, creativity and illustrations and it is the pupil, peers and teachers who evaluate the art they have created.

Role of the Subject Leader

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching and learning in Art and Design. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Art and Design across the school, pupils are interviewed to gain an insight into the subject. The subject leader produces an annual action plan for the development of Art and Design and also reports termly to the governing body.