



*Living Life to its Fullest; Making  
a Difference Along the Way*

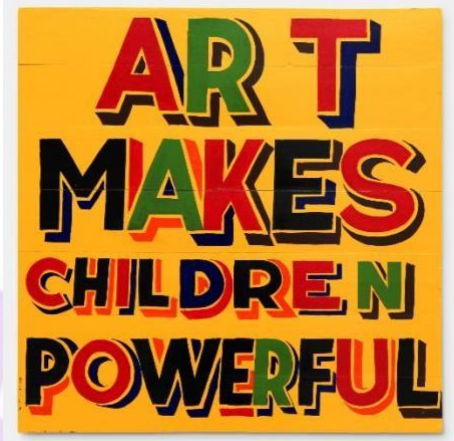
# ***Rivington Foundation Primary School Art and Design Policy***

*Date written: October 2023*

*Date agreed and ratified by Governing Body: October 2023*

*Date of Next Review: September 2024*

<b>Rivington Foundation Primary School</b>	
<b>Art &amp; Design Policy</b>	
Subject Leader	Sarah Annette
Date of Policy	September 2023
Review Date	September 2024



Bob and Roberta Smith, 2013

**‘Every human is an artist.’ Don Miguel Ruiz**

## **Intention**

At Rivington Foundation Primary School our vision statement is that **‘Living Life to its Fullest; Making a Difference along the Way’**. This is carried throughout every area of the curriculum including Art and Design.

Students will encounter drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their primary journey with increasing degrees of challenge and complexity. Children will be exposed to art from different times and cultures, developing their knowledge of famous pieces of art and artists. Children will become confident and proficient artists, making choices about which media to work in.

## **Why is Art important?**

***“There are two distinct languages. There is the verbal, which separates people... and there is the visual that is understood by everybody.” Yaacov Agam***

***“Don’t worry about mistakes. Making things out of mistakes, that’s creativity.” - Peter Max.***

***“My goal as an artist is to create art that makes people look at the world in a different way.” Autumn de Forest.***

Art offers all students the chance to express themselves and to develop creativity, challenging thinking. It allows communication without any language barriers and encourages respect and resilience.

## **Content and Sequence**

**EYFS Expressive Arts and Design** is taught through a series of mini cross-curricular topics. Vocabulary is planned and prioritised to support pupils to know more and increase their understanding **Key Stage One Art** is taught in 3 week blocks each half-term following the CUSP curriculum.

**Key Stage Two Art** is taught in 3 week blocks each half-term following the CUSP curriculum.

The Art and Design curriculum overview ensures coherence and progression in both substantive and disciplinary knowledge development across all year groups. Conceptual understanding is further enhanced through explicit vocabulary progression and instruction.

Immersion in Art and Design allows for expertise and depth of understanding. It allows for an efficient use of resources and greater cooperation between staff. We have planned the yearly overview to deliberately interleave opportunities to revisit and retrieve key knowledge, skills and vocabulary already taught as we believe that the process of retrieving information and practising skills helps them to become consolidated. The study of Art and Design is well organised and coherent, allowing implementation of teaching using Knowledge Notes, Vocabulary tasks and quizzes.

At Rivington Foundation Primary School we believe 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. We aim to deliver a curriculum that is accessible to all and allows curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills.

## **Aims (from the national curriculum 2014)**

Using the national curriculum for Art & Design, we aim to ensure 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

## **Scope of Art & Design**

We believe that art and design is an essential part of our broad and balanced curriculum. 'The arts provide space for personal judgement; help problem-posing and thinking outside the box; promote diversity, respect and intercultural understanding; show that making mistakes can be liberating and open up new learning opportunities; encourage looking at details and thinking in depth; provide therapeutic benefits and support emotional literacy and make us feel alive.'(CPR trust, 2016)

We teach children the skills and techniques they need to master elements of art. We encourage them to pursue a creative process and create for a purpose. We show them how art is used in the world and push them to engage with varied works of art, to pass comment and develop an understanding of how art reflects and shapes the world's history and culture.

## **Implementation**

The teaching and implementation of the Art and Design Curriculum at Rivington Foundation Primary School is based on the National Curriculum. It is supported by the CUSP Art and Design scheme of work. All children have the opportunity to learn art skills and techniques through this creative and exciting art curriculum. We have mixed aged classes and follow a 2-year long-term curriculum plan.

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on



developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

## **Inclusion and Equal Opportunities**

We teach Art to all pupils, whatever their ability, providing a broad and balanced curriculum to all. Every pupil, including those with special educational needs, and regardless of gender, race, culture, background and ability have the opportunity to undertake the full range of activities, differentiated according to their own specific needs.

## **Impact**

We consider accurate and focused assessment as the cornerstone of high quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support.

The culture at Rivington Foundation Primary School is one of continually using what we know in order to move on children's learning. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

## **Successful Teaching, Learning and Assessment in Art and Design**

- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well.
- Work is differentiated, demanding and challenging enough for all pupils.
- The contribution of Teaching Assistants has a significant positive impact on children's progress.
- Children demonstrate the characteristics of effective learning and positive learning behaviours.
- Well-being and involvement in learning are high.
- Progress over time is very good (in books and assessment information).
- Achievement is high overall and ensures that the school meets government baseline standards.
- High quality of work and presentation in books. There must be consistency in approach, expectation, standards, attainment and rates of progress.

## **Health and safety**

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities. A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.