



Art and Design Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

Policy Created:	February 2019		
First Presented to Governors for approval:	7 th February 2019		
Proposed Review Cycle/Next Date:	3 Year		February 2025
Approved by (Headteacher)	Approved by (Governor)		
Date:	Date:		
Policy Review History			
Date: February 2019	Date: February 2022	Date: February 2025	
Key Changes: <ul style="list-style-type: none"> Removal of 'Big Draw event'. Added section on- <i>an observational drawing session takes place each week across the school to ensure progress in key drawing skills.</i> Removal of after-school Art Club Added- an Arts Award group in KS2 meets on a weekly basis to further develop skills across the arts Added- Ryelands is a member of the Lancaster and Morecambe Schools Arts Trail, which organizes an arts trail of children's work each year. Every child in the school and nursery collaborate to create an art work for the trail. 	Key Changes: <ul style="list-style-type: none"> Changes to Curriculum Overview and Progression including visitors, trips and extra-curricular provision section (highlighted) Updates to Assessment, Recording and Reporting section – reference to the 'Learning Mats' 	Key Changes: <ul style="list-style-type: none"> Changes to assessment of non-core subjects Use of progression documents to plan sequences of learning 	
Presented to Governors: Curriculum Committee 7 th February 2019	Presented to Governors: Curriculum Committee 2 nd February 2022	Presented to Governors: Curriculum Committee 5 th February 2025	

1. Ryelands School – Our Mission Statement

RYELANDS PRIMARY AND NURSERY SCHOOL MISSION STATEMENT

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

2. Subject and Policy Aims

These aims are intended for all children in school. How they are implemented will depend upon the age and ability of the children.

- To provide children with opportunities to express themselves confidently in emotional terms through their art experiences.
- To provide children with the opportunity to have an enriched experience of the visual and tactile world in which they live.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment, therefore enabling the realisation of their ideas.
- To develop the children's patience and persistence to realise their ideas and to recognise the possibility of making mistakes without the feeling of a sense of failure.
- To develop an understanding of the work of artists, makers and designers from their own and other cultures and to apply this knowledge to their own work.
- To develop the children's capabilities in ICT by working with digital art forms.
- To involve children in learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

3. Subject Statement

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists, makers and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

4. Teaching and Learning including Planning and Organisation

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. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class 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 their own ideas and methods, and the work of others, and say what they think and feel about them. 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 ICT.

At Ryelands, we use our Progression Documents, which we developed in school, when planning cross curricular teaching and learning. Art and Design is highlighted on the long- term overview, medium term and weekly plans. This ensures that the children are exposed to a variety of techniques and differing media through a range of experiences including drawing, digital media, painting, printing, textiles, 3-D sculpture and collage.

Specific skills and techniques in art are taught separately before being applied in a cross-curricular way.

The Foundation Stage

We ensure an emphasis on creative work in the nursery and reception class as this is part of the Foundation Stage curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's 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 experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

5. Curriculum Overview and Progression including visitors, trips and extra-curricular provision

Art and design is a foundation subject in the National Curriculum. At Ryelands Primary School we use a skills-based scheme of work, which ensures progression whilst enabling creative cross-curricular links.

Our medium-term plans give details of skills taught each term in relation to cross-curricular planning. We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

- Every other year, there is a whole school Art Week, linked with another curriculum subject. Children have the opportunity to work with professional artists in school and parents are invited into school to work with the children and to attend an exhibition of the work made during the week. Junior subject leaders play an important part in planning and leading the Art Week.
- An observational drawing session takes place at least twice a term to ensure revision and progression of basic skills.
- Once a year, An Arts Award group in KS2 meets on a weekly basis to further develop skills across the arts.
- Opportunities have been provided for children to exhibit their work in the community and to visit the end of course exhibition at Lancaster and Morecambe College.
- Children's work is shown on the school website.

6. Assessment, Recording and Reporting

Assessment forms part of a continuous teaching and learning process based on work produced throughout the year. Assessment of knowledge and activities is carried out through observation and discussion with individuals within a lesson and at the end of each unit of work. Peer assessment provides opportunities for the children to assess and evaluate the work of others. The children's assessment is recorded on the Non-Core assessment grid. In the foundation stage, children are assessed using the EYFS Profile.

7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

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:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

8. Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources. A wide range of mark-making implements and more specialised equipment is stored in the central resource room.

9. Professional development and training

Training in the different techniques set out in the Progression Documents is provided to all members of staff by the art and design subject leader in school. The training is delivered during after-school and twilight INSET sessions. The subject lead is available to support staff in planning art lessons.

10. Health and Safety

If a class attends a trip out of school or activities in school carry additional risk, a risk assessment is completed and pre-visits are made wherever possible.

11. Roles and Responsibilities

The roles and responsibilities of the art and design subject leader are:

- to monitor and evaluate the teaching of art and design;
- to report to the Head Teacher and governors as requested;
- to deliver CPD training to colleagues;
- to create links with arts organisations and artists in the community;
- to organise whole-school events;
- to update the online art gallery;
- to ensure resources remain well stocked.

12. Monitoring and Evaluation

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, 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 compiles an annual action plan that evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. She/he reports to governors as requested and liaises with the curriculum lead. The art and design subject leader is provided with specially allocated time, which is used to undertake lesson observations of art and design teaching across the school.