



**Ivington C of E  
Primary and  
Pre-school**

*Reaching together... 'stand firm in your faith, be  
courageous and strong' – 1 Corinthians 16:13*

# **Art and Design Policy**

## **Approval of the Governing Body**

This document is a statement of the aims, principles and strategies for:

**Teaching Art and Design**

at

**Ivington CE Primary and Pre-School.**

It was developed/revised during the:

**Spring Term 2024**

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

**Spring Term 2026**  
or sooner if necessary



Linking with our Vision



**To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.**

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on 12 important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum. Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our racially diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution. We perceive our role to be opening a 'window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of tolerance and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

**The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.**

## **Links through Art**

Art is an area of the curriculum ideally suited to exploring a wide range of cultural diversity. Children enjoy using different styles and techniques from other countries thus enriching their knowledge and understanding of the world. We aim to include artists and crafts people from different times and places and celebrate our links with Ambureni School in Tengeru, Tanzania.

### **1 Aims and objectives**

**1.1** 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 the visual elements and exploring 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 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.

**1.2** Our objectives in the teaching of art and design are:

- To take pride in developing their own skills and enjoying their creativity and achievement
- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- to develop the cross-curricular use of art and design in all subjects.

### **2 Teaching and learning**

**2.1** At Ivington School we use 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. Key Stage 2 children have sketchbooks in order to record their ideas and experiment with different media. Teachers draw attention to good examples of individual performance as models for the other children. They show that they value their efforts by displaying ongoing and completed work and upload work to school

social media. 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 computing.

**2.2** We recognise the fact that we have children of differing ability in all our classes, and so 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 tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- sometimes grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups;
- providing specialist support where individual children have particular gifts or talents.

### **3 Art and design curriculum planning**

**3.1** Art and design is a foundation subject in the National Curriculum 2014. We use the national programmes of study as the basis for our curriculum planning in art and design. We have adapted the programme to our particular circumstances in that we use the local environment as the starting point for some aspects of our work.

**3.2** We carry out the curriculum planning in art and design in phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage and are included in the term overview on the website. Our art and design subject leader monitors the provision, using Appendix 1, in conjunction with all teaching colleagues. Wherever possible, links with other subjects are encouraged.

**3.3** Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The medium term plans list the activities, expected outcomes, resources and vocabulary that will be used, but the method of recording these plans is left to the teacher.

**3.4** Class teachers plan for each art and design lesson. They share the specific learning objectives and expected outcomes with the class, and give details of how success will be measured. The class teacher and subject leader may discuss planning on an informal basis.

**3.5** 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.

**3.6** We recognise that children have an entitlement to learn from a range of artists from different eras. We provide the opportunity to work in a wide variety of media. (See appendix 1)

**3.7** We highly value our long term links with practising artists and craftspeople including Eek Batik and Jon Williams of Eastnor Pottery.

## **4 The Early Years**

**4.1** We teach art in reception classes as an integral part of the topic work covered during the year. We encourage creative work in the reception class, as this is part of the Early Years stage of the National 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. We plan for progression across the early years whilst exploring and developing ideas in EYFS art. We ensure that we develop the children's understanding of subject specific vocabulary is developed and used consistently within class. The children's learning includes art, music, dance, role-play with a termly focus related to our main topic, and imaginative play provided through sand, water and small world. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

**4.2** 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. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## **5 Contribution of art and design to teaching in other curriculum areas**

### **5.1 English**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **5.2 Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. It is also closely linked to work on pattern.

### **5.3 Computing**

Technology enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners, digital microscopes and digitising tablets. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

#### **5.4 Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

#### **5.5 Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better mutual understanding. They have the opportunity to understand that some works of art have special meaning for people, giving them an opportunity to develop a sense of awe and wonder. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople and through their studies of different faiths.

### **6 Teaching art and design to children with SEND**

**6.1** We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children. Work in art and design takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Often, we find that opportunities in Art and Design enable children with SEND to showcase talents which they didn't realise they had! 'Hands-on' experiences demonstrate their strengths and their confidence grows in this area of work; finding opportunities for these children to take the lead and support others are fantastic for promoting the importance of the diverse talents we have at Ivington.

### **7 Assessment and recording**

**7.1** We assess the children's work in art and design informally whilst observing them working during lessons. Teacher's note the progress made by children against the learning objectives for their lessons. Awareness of each child's individual development helps to ensure that progression is enabled across the school. This method of recording will also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We will pass this information on to the next teacher at the end of each year. To ensure that the curriculum is broad and balanced, the teachers complete an overview of the content taught during the term and the co-ordinator monitored the progression of skills.

**7.2** Evidence of the children's work is uploaded onto the school website. This will help to demonstrate what the expected level of achievement is in art and design in each year of the school.

## **8 Resources**

**8.1** 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, including paintbrushes, ready mix paint, palettes, drawing materials, adhesives and scissors. Children are encouraged to be responsible for the care, cleaning and tidy storage of these resources. Specialised equipment for collage, clay modelling, printing and textiles is kept in a central store. This equipment is accessible to children only under adult supervision. We make extra provision for special occasions such as Christmas and art workshops.

## **9 Health and Safety Considerations**

**9.1** General teaching requirements for health and safety apply in this subject. We teach children to follow proper safety procedures. Teaching assistants and other adult helpers who supervise children with their artwork should be fully aware of school policy. Specific points include:

- Suitable protective clothing, such as an apron, old shirt or T-shirt should be worn to protect children's clothing from paint, glue, clay, inks etc. All children are expected to use a painting shirt in school.
- Long hair should be tied back to keep it out of paint, glue etc.
- Children must be taught to use sharp tools and equipment with care and consideration for their safety and for the safety of others.
- Children should be taught the safe way to carry scissors.
- Clay dust and plaster dust contain silica; therefore working surfaces should be cleaned with a damp cloth.
- Although materials used in school are generally non-toxic, it is good practice to ensure that all children wash their hands carefully after art and design activities.
- Extra safety precautions should be adopted when using materials like hot wax for batik.

## **10 Monitoring and review**

**10.1** 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 regularly evaluates areas of strengths and weakness within the subject, and reports to the head teacher, indicating areas for further development. The art and design subject leader has specially-allocated regular management time, which she uses to review evidence of the children's work, and for specified management tasks.

## Appendix 1

Yearly overview ..... Class Year: 2018-2019

Autumn term Unit / Theme .....

This unit covers	Art	Craft	Design
2D	3D	Individual	Collaborative
Using memory	imagination	observation	sketchbooks
Exploring line	tone	colour	form
texture	shape	pattern	space
drawing	painting	textiles	collage
digital media	sculpture	print making	mixed media
Evaluate their ideas and say what they would change.			
Make links between their work and the work of artists/craftspeople			

Artists / Craftspeople studied

Spring term Unit / Theme .....

This unit covers	Art	Craft	Design
2D	3D	Individual	Collaborative
Using memory	imagination	observation	sketchbooks
Exploring line	tone	colour	form
texture	shape	pattern	space
drawing	painting	textiles	collage
digital media	sculpture	print making	mixed media
Evaluate their ideas and say what they would change.			
Make links between their work and the work of artists/craftspeople			

Artists / Craftspeople studied .....

Summer term Unit / Theme .....

This unit covers	Art	Craft	Design
2D	3D	Individual	Collaborative
Using memory	imagination	observation	sketchbooks
Exploring line	tone	colour	form
texture	shape	pattern	space
drawing	painting	textiles	collage
digital media	sculpture	print making	mixed media

Artists / Craftspeople studied .....