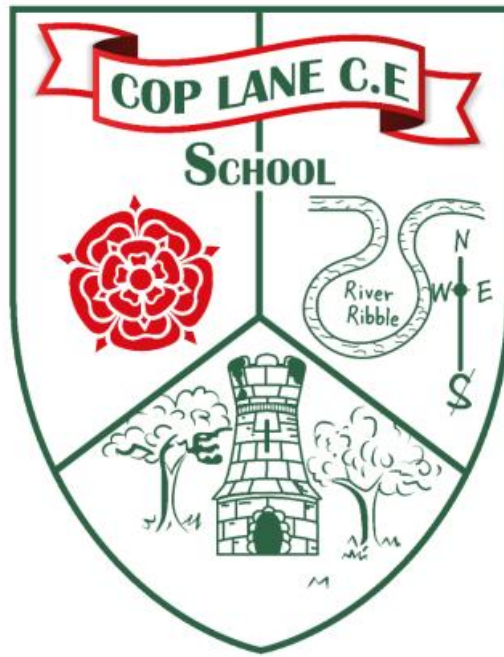


Cop Lane C.E Primary School



Art & Design Policy - July 2025

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

At Cop Lane CE Primary School it is our intent to nurture and develop the whole child. The mission statement sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils,
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values,
- The high expectations we have of all in whatever task we undertake.

Our aims at Cop Lane CE Primary School are:

- To deliver a high quality education in a welcoming, friendly and supportive environment where Christian values are central to the ethos of the school and its teaching.
- To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity.
- To provide a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged.
- To continually foster positive links with parents, governors, children and staff, enabling the school to play a positive role in the wider community in which it is placed.
- To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.

Purpose

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. (National Curriculum 2014)

'Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.'

- MaryAnn F. Kohl

Intent:

At Cop Lane C of E Primary School, we ensure children can access an art curriculum which provides children with the opportunities to develop and extend skills, promoting curiosity and allowing children to enhance their design process. Our curriculum intends to inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children at Cop Lane C of E Primary School will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Children will become creative learners, who have a web of knowledge about the great artists of the world. At our school, there is an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations whilst following a design process which promotes this curiosity and experimentation.

Implementation

At Cop Lane C of E Primary School, the children are encouraged to use a Design Process which allows for full enrichment of the skills being taught, ensuring they are covering with depth and breadth across the key stages. The implementation of the Art and Design curriculum is based on the National Curriculum and supported by the progression document created by the school, ensuring the skills are taught in a format which allows for embedding of the skills, which are then re-visited in the following key stage. The children are taught each skill in depth at least once a key stage by following a design process.

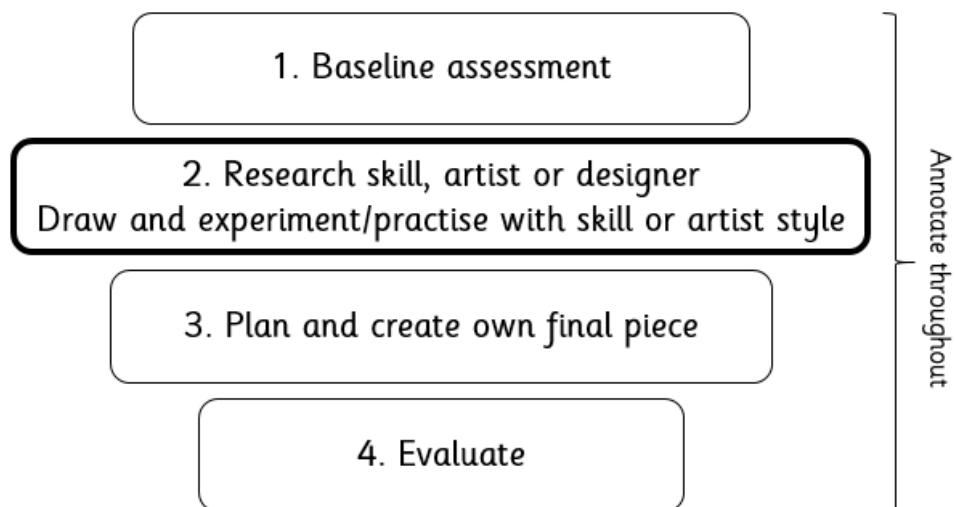


Cop Lane Design Process



Evidence in exercise books or on book creator.

Annotation can be written or spoken.



This allows teaching staff to cater for the individual needs of the pupils and ensures a clear progression of skills, of which the children can see from the end of Year 1 to the end of Year 6. The process ensures children are given the opportunity to revisit and review previous learning, whilst continuously building upon these existing skills to move their learning forward.

With each skill taught, the children have access to searching different artists and designers, building up their understanding of how people and their creations have helped shape history, contribute to and creativity.

Impact

Within the Art and Design curriculum, we strive to instil an appreciation and enjoyment of the arts to enrich the children's learning experience. Our Art and Design curriculum is high quality and is planned to demonstrate progression, giving children lots of opportunity to embed their skills and understanding, so that our children have:

- Lots of opportunity for on the spot feedback and discussion, allowing for a use and understanding of richer vocabulary
- A wider, more in depth understanding of the skills, with lots of opportunity to experiment.
- Opportunity to explore self identity and individuality within their work
- Chance to design, explore and be creative with their ideas.

Art and Design across the Key Stages

In EYFS the pupil's early learning goals are:

Physical Development (Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Expressive Arts and Design (Creating with Materials)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Key Stage 1

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

- Learning 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.

Key stage 2

- 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
- To create sketch books to record 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. (National Curriculum 2014)

In both the key stages the pupils will look at the elements of:

- Shape, Form and Space
- Colour and Tone
- Texture
- Pattern and Line

Pupils across the key stages will produce work using a variety of mediums/materials and processes:

- Paint
- Collage
- Printing
- Digital Media
- 3D Sculpture
- Textiles

Delivery of the Curriculum

As a result of discussion between the subject leader and staff, coverage grids have been created which specify which key skills will be taught in which year group. Use of these coverage grids ensures sound progression of key skills throughout the school, as well as depth and breadth of the skill being covered. As well as the delivery of the curriculum within the classroom, visits to museums, galleries and sites and visits from artists, craftspeople and designers will extend and enhance the pupils' knowledge and experiences. The pupils may work in groups or individually with the teacher's guidance where necessary. There is no expectation that art and design will be taught every week as some units of work may be 'blocked' to allow cross curricular links to be fully exploited. However, art and design should be taught regularly throughout the year with an expectation of art and design being taught in every term.

Learning Resources

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources. An audit to enable the updating and replenishment of the art and design resources available in school is regularly carried out. If a member of staff wishes to request specialist resources for their class they should speak to the art subject leader, or write it on the list provided in resource area, which is regularly checked by the subject leader.

Equal Opportunities and Inclusion

(Refer to equal opportunities policy)

All pupils should have equal access to the art and design curriculum in line with the school's equal opportunities policy. Teachers will aim to provide effective learning opportunities by:

- setting suitable learning challenges
- responding to pupils' learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- ensuring work from all cultures is provided and the pupils are given opportunities to discuss it

SEND

- Opportunities will be provided for pupils with Special Educational Needs through adaptive teaching.
- The needs of pupils with physical disabilities will be taken into consideration when planning work.
- Pupils will be supported where necessary by the class teacher or TA.
- The SENCO and the subject leader will try to advise teachers on the activities relevant to pupils with Special Educational Needs.

More Able

- Teachers will identify pupils who are 'more able' in art and design within their classes towards the end of Summer Term, using baseline activities to begin topics to identify any children who might be on track towards being more able.
- Opportunities to extend the learning of more able pupils will be built into lesson planning.
- Opportunities for wider development will be provided wherever possible e.g. giving pupils a chance to showcase their work; visits to art galleries; visits from artists and crafts people; making links with local high schools.

Monitoring and Assessment

Art and Design will be monitored through the scrutiny of pupils' work, teachers' planning, lesson observations and pupil interviews. Work from each key stage will be looked at from a cross section of abilities to ensure that all aspects of the curriculum are being delivered and progression is clear. It will verify that progression and standards are being maintained. The sketchbooks and Book Creator are used for evidence of skills and lessons, and the subject leader will monitor these. At the end of summer term, teachers will record where pupils are working in relation to the YGE on the Lancashire tracker. Teachers should use the 'LPDS National Curriculum Assessment Materials' and 'NSEAD' and 'Deeper Learning Assessment Guidance' to inform assessments.



Art & Design

Deeper Learning Assessment Guidance

Please note this is not intended to be a tick list. It is purely an assessment guide to be used alongside the KLIPs to aid assessment as to traits a child displaying deeper learning may show.

Pupils who are most able in **Art & Design** are likely to:

- Show a natural talent within drawing, using shape, form, line and texture without prompting
- Be able to work with a variety of media with ease and effortlessly, still able to use shape, form, line and texture
- Use accurate vocabulary to describe and explain an artists work without prompting
- Use artists or designers style within their own work without 'copying the work'.
- Have the ability to pick up a new technique or ability easily, building upon previous work to hone their ability.
- Have the ability to adapt their initial design, not being afraid to change their ideas and being able to explain this with ease.
- Show stamina when creating a piece of work, creating the piece of work cautiously yet creatively, without support from an adult, to meet the final piece.
- Show advanced, independent skill and technique in all research, observation, originality and creativity.
- Show mastery over the skill being used, honing in on subtle details.
- Show a breadth of knowledge of vocabulary and contextual understanding, using this within explanations and evaluations.

Health and Safety

At the end of the school year this information is passed to the next teacher and is used to inform planning learning activities appropriate to the child's prior attainment. Health and Safety Safe practice must be promoted at all times. Teachers must also take into account the school's Health and Safety policy. Particular attention must be given to avoiding the use of anything that aggravates individual pupils' allergies. Safety issues have been identified in planning and risk assessments are to be completed in planning, when activities are identified that are unusual and beyond the scope of normal safety practice. Reporting to Parents Written reports are completed by the teacher during the summer term and are based on information gained through assessments carried out throughout the year. Parents are given opportunities to discuss their child's progress at parents' evening and open evenings held at intervals throughout the school year. Parents are encouraged to support their children's learning at home.

Spirituality within Art and Design at Cop Lane C.E. Primary School

Spirituality in Art and Design at Cop Lane C.E. Primary school fosters an understanding of how creativity can be used to express emotions, beliefs and values, giving experiences to allow children to connect themselves to the world around them. Pupils and staff are encouraged to express themselves through the design process within our school, giving many opportunities to immerse themselves in different design styles through different artists, exploring their likes and dislikes, experimenting with new materials and mediums, experiment with texture and colour and to produce unique and personal pieces of art. We aim to provide our children with experiences which can encourage personal expression, empathy and a sense of responsibility by creating pieces that can unlock a sense of beauty, kindness and respect for the world around them. Examples of this are:

- A sketchbook that is taken throughout the years to show their journey throughout design.
- Whole school Art and Design projects which promote self-reflection, which children can revisit later in the year such as a portrait wall to celebrate our differences.
- Children use scrapbooking techniques to channel their personal thoughts.
- Children are encouraged to voice and note their preferences in art and can identify how different art pieces make them feel through the use of vocabulary.
- Children are given the opportunities to design, create, make mistakes and grow through the design process, overcoming hurdles and building upon their learning to feel a sense of accomplishment.
- Children take time to evaluate famous artists work, alongside their own and that of their peers, celebrating one another and our creations.