

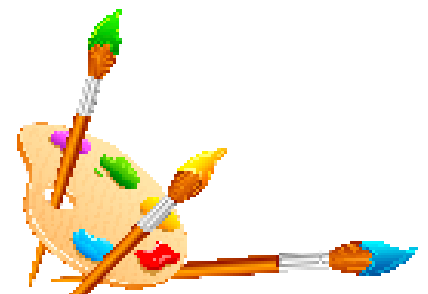
Marsh Green Primary School



Art and Design Policy

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Intent

At Marsh Green Primary School, we aim to give children a high quality art education and inspire pupils to have a curiosity and fascination about art and craft. Art is an important part of our broad and balanced curriculum at Marsh Green with three units taught in each year group. The skills being taught in each year group are progressive, building on prior knowledge and skills. Our curriculum provides key artists to study; however, teachers can supplement this with a wider range of artists should they wish to. The skills taught during Art lessons should also be applied, where appropriate, across the curriculum. For example, if sketching in History. We believe that Art should enable pupils to explore their creativity, stimulate their imagination and develop a special way of understanding, enjoying and responding to the world. We believe art at its best should be both 'intellectually challenging and creatively demanding'.

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.

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. They learn to make informed judgments 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.

At Marsh Green art is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Implementation

The scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

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- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our Progression of knowledge and skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. Our units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links within school's curriculum. Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. Our scheme of works supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art in school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Marsh Green have taken into account and follow a scheme for art with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Three units per year group give the best overall skills coverage when combined with the Design and technology units. Each year group will teach art one half term and design technology the next half term.

The Art and design units have been given the titles to make skills progression within the spiral curriculum more easily identifiable.

- Drawing, Painting and mixed media
- Sculpture
- 3D and Craft and design

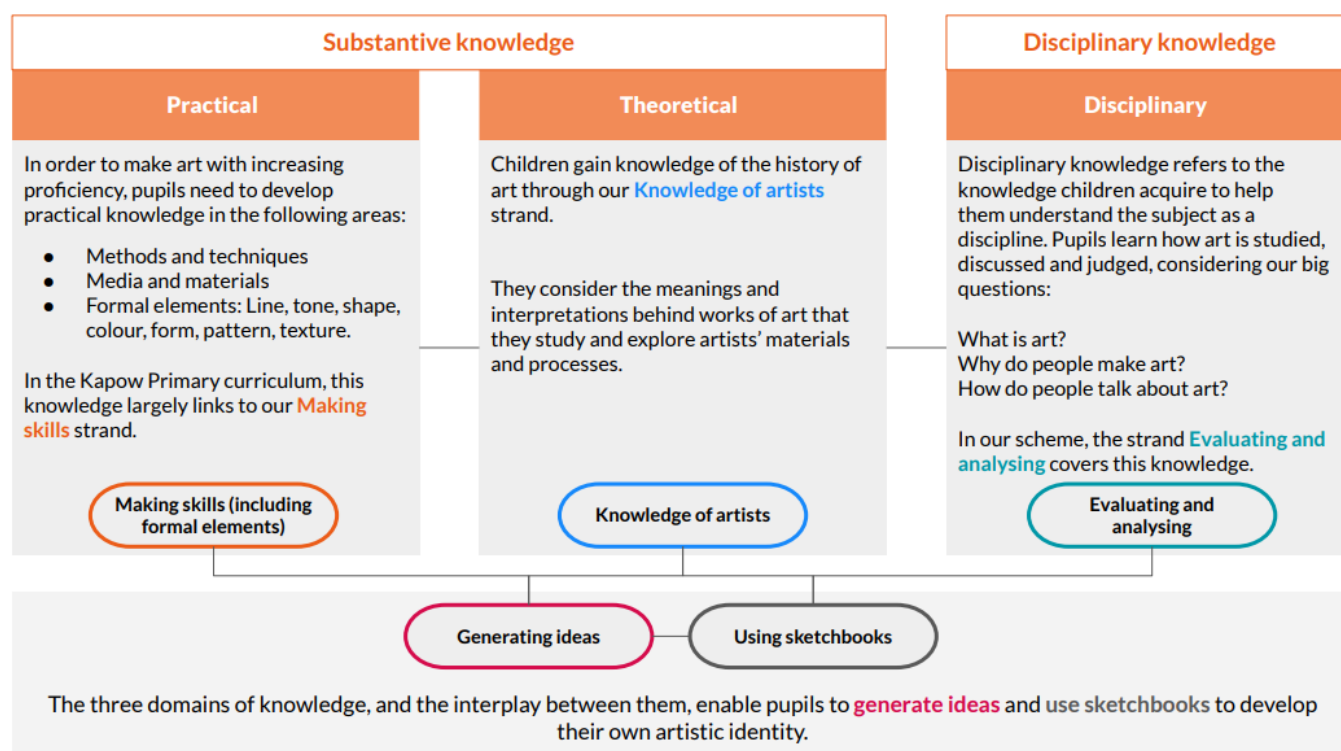
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Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
<ul style="list-style-type: none"> Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. Using sketchbooks to record observations and plans as drawings. Learning about how artists develop their ideas using drawings. 	<ul style="list-style-type: none"> Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. Exploring the interplay between different media within an artwork. 	<ul style="list-style-type: none"> Investigating ways to express ideas in three-dimensions. Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. Developing drawn ideas into sculpture. 	<ul style="list-style-type: none"> Designing and making art for different purposes, considering how this works in creative industries. Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome. Developing personal, imaginative responses to a design brief

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However, it is important to remember that skills in Art and design flow between units; the curriculum has been designed to be holistic. You will find that, for example, drawing skills appear in almost every unit; children may apply what they have learned about mixed-media to a task in a Sculpture and 3D unit, and so on.

Through our Art curriculum, pupils have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials, methods, and techniques.
- Engaging in paired and group discussions.
- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as ‘What is art?’ by articulating and defending their ideas.



In response to the [Ofsted research review series: Art and design](#) publication (Ofsted, 2023) we have shown how the different types of knowledge build in our progression of skills for Art and design. This page shows how those forms of knowledge are interconnected.

We believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas. Learning to talk Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Over the year we run art after school clubs, one held in spring term and another in summer term. In the summer term parents are invited into school to join their child in art club.

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Each year group has an art weekend bag resourced with a sketch book, paints, drawing tools and collage essentials. On Friday of every week one child in each class is chosen to take the art bag home. The children are encouraged to use two pages in the sketch books to trust their ideas, immerse themselves, explore and be creative.

We celebrate children's work through classroom displays, whole school displays, Wows bi-annual art exhibitions, class dojo and our school website.

Impact

Marsh Green's curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision making processes, children will not only know the facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Impact is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child.

After the implementation of art, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art learning at Key Stage 3 and beyond. We expect and believe our children can achieve,

- ★ Produce creative work, exploring and recording their ideas and experiences.
- ★ Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ★ Evaluate and analyse creative works using subject-specific language.
- ★ Know about great artists and the historical and cultural development of their art.
- ★ Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Assessment in art takes place throughout the lesson, this can be seen in children's sketch books, photographs, work displayed on walls and around the school. Peer assessment takes place during lesson time and teachers completed half termly assessment data sheets.

“In art, the hand can never execute anything higher than the heart can imagine.” Ralph Waldo Emerson

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