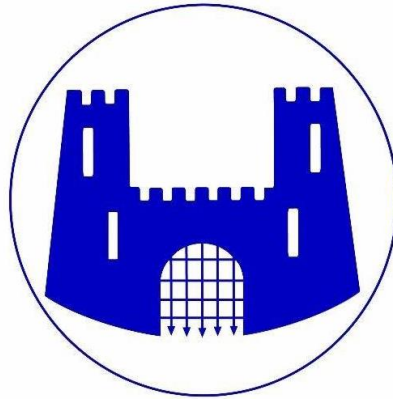


# Ludgershall Castle Primary School



## Art and Design Policy

Our shared vision for Ludgershall Castle Primary School is of a happy, vibrant learning community, improving together. We are working with pupils, parents and the wider community to create the supportive atmosphere of trust and mutual support in which we all thrive.

'Learn, Have Fun, Succeed' are carefully chosen words that encapsulate the aims of our school.

- ☆ We want learning and teaching to be fun for all
- ☆ We 'have a go' and try our best; we celebrate our successes
- ☆ We want to care for and respect everyone in our school; everybody matters
- ☆ We want school to be a safe place for everybody
- ☆ We know that learning is for life
- ☆ We all want to be good citizens



## Vision

At Ludgershall Castle Primary School, we are committed to providing all children with learning opportunities to engage in Art and Design. The purpose of Art and Design education is to give children the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. We want art to fire their imagination as it is a fundamental means of personal expression. While we understand that it is essentially a practical subject, we also acknowledge that art should provide opportunities for reflection and, with increasing sensitivity; children should acquire the ability to make informed, critical responses to their own work and that of others. We believe there is great pleasure to be derived from Art and Design and, through deeper understanding; children can gain access to cultural richness and diversity. We think it is important to remember that the appreciation and enjoyment of the visual arts enriches all our lives.

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake, Children's Laureate.

## National Curriculum

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.

The national curriculum for art and design aims 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.

## Our Intent

We aim to provide a rich environment in which we encourage and value creativity. We want children to experience a wide range of activities that they respond enthusiastically to, using various senses. We are committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

## Our Implementation

As a whole school, we want children to enjoy their learning journey in Art and Design. We want them to follow their own interests and we ensure that time is allocated to this each term. As art allows children to express themselves in many different ways, we make sure lessons are truly exciting, that they engage their imaginations deeply and link seamlessly to our current topics. We make sure art is inclusive for all and adapt lessons and resources to meet individual needs. We have high expectations of all pupils and we teach them that they are not under pressure to all be the same. We want pupils to understand that their ideas and how their work looks is unique and successful to them and that sharing these differences are welcome, supported and valued. We also ensure the curriculum is progressive and that it builds on skills and techniques taught in previous years. This allows us to make sure children feel confident when applying these skills as they have seen them before and are then able to refine them. We ensure pupils learn about a range of artist's throughout history who have helped shape art today and then teach pupils that they can change how it looks in the future.

## Art in Early Years Foundation Stage

Within the Early Years Foundation Stage, Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. The EYFS Framework is used and statements from the non-statutory guidance, Development Matters, which are prerequisites for art within the national curriculum. The most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age range for reception are:

- ☆ Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- ☆ Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- ☆ Create collaboratively, sharing ideas, resources and skills.
- ☆ Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- ☆ Use their core strength to achieve a good posture when sitting at a table or sitting on the floor.
- ☆ Develop overall body-strength, balance, coordination and agility.
- ☆ 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.
- ☆ 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.

## Art in Key Stage 1

In the Key Stage 1 Curriculum pupils will be taught to use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children will develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space as well as research the work of a range of artists, craft makers and designers. They will learn to describe the differences and similarities between different practices and disciplines, and make links to their own work.

This is reflected in our Key Stage 1 learning ladder:

Develop ideas	Respond to ideas and starting points.
	Explore ideas and collect visual information.
	Explore different methods and materials as ideas develop.
Painting	Use thick and thin brushes
	Mix primary colours to make secondary.
	Add white to colours to make tints and black to colours to make tones.
	Control the amount of water on the brush to create transparent and opaque colours
	Create colour wheels.
Collage	Use a combination of materials that are cut, torn and glued
	Sort and arrange materials
	Mix materials to create texture.
Sculpture	Use a combination of shapes.
	Include lines and texture.
	Use rolled up paper, straws, paper, card and clay as materials.
	Use techniques such as rolling, cutting, moulding and carving.
Drawing	Draw lines of different sizes and thickness using a range of drawing/sketching pencils
	Colour own work neatly following the lines.
	Show pattern and texture by adding dots and lines.
	Show different tones by using coloured pencils and different
Printing	Use repeating or overlapping shapes.
	Mimic print from the environment (e.g. wallpapers).
	Use objects to create prints (e.g. fruit, vegetables or sponges).
	Press, roll, rub and stamp to make prints.
Textiles	Use weaving to create a pattern.
	Join materials using glue and/or a stitch.
	Use plaiting.
	Use dip dye techniques.

Digital media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.
To take inspiration from the greats (classic and modern)	Describe the work of notable artists, artisans and designers
	Use some of the ideas of artists studied to create pieces.

### Art in Key Stage 2

In the Key Stage 2 Curriculum pupils will be taught 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. Children will also create sketch books to record their observations and use them to review and revisit ideas. We will allow time for them to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and children will learn about great artists, architects and designers in history.

This is reflected in our Lower Key Stage 2 Learning Ladder:

Develop ideas	Develop ideas from starting points throughout the curriculum linked to topic
	Collect information, sketches and resources
	Adapt and refine ideas as they progress
	Explore ideas in a variety of ways
	Comment on artworks using visual language
Painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
	Mix colours effectively
	Use watercolour paint to produce washes for backgrounds then add detail over the top
	Experiment with creating mood with colour.
Collage	Select and arrange materials for a striking effect
	Ensure work is precise
	Use coiling, overlapping, tessellation, mosaic and montage
Sculpture	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)
	Include texture that conveys feelings, expression or movement
	Use clay and other mouldable materials
	Add materials to provide interesting detail
Drawing	Use different hardnesses of pencils to show line, tone and texture
	Annotate sketches to explain and elaborate ideas
	Sketch lightly (no need to use a rubber to correct mistakes)
	Use shading to show light and shadow.
	Use hatching and cross hatching to show tone and texture.
Printing	Use layers of two or more colours
	Replicate patterns observed in natural or built environments.

	Make printing blocks (e.g. from coiled string glued to a block)
	Make precise repeating patterns.
Textiles	Shape and stitch materials
	Use basic cross stitch and back stitch
	Colour fabric
	Create weavings and quilt, pad and gather fabric
Digital media	Create images, video and sound recordings and explain why they were created
To take inspiration from the greats (classic and modern)	Replicate some of the techniques used by notable artists, artisans and designers
	Create original pieces that are influenced by studies of others

It is also reflected in our Upper Key Stage 2 learning ladder:

Develop ideas	Create original pieces that are influenced by studies of others
	Collect information, sketches and resources and present ideas imaginatively in a sketch book.
	Use the qualities of materials to enhance ideas
	Spot the potential in unexpected results as work progresses
	Comment on artworks using the language of art
Painting	Sketch (lightly) before painting to combine line and colour
	Create a colour palette based upon colours observed in the natural or built world
	Use the qualities of watercolour and acrylic paints to create visually interesting pieces
	Combine colours, tones and tints to enhance the mood of a piece
	Use brush techniques and the qualities of paint to create texture
	Develop a personal style of painting, drawing upon ideas from other artists
Collage	Mix textures (rough and smooth, plain and patterned)
	Combine visual and tactile qualities
	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations
Sculpture	Use tools to carve and add shapes, texture and pattern
	Combine visual and tactile qualities
	Use frameworks (such as wire or moulds) to provide stability and form
Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
	Use a choice of techniques to depict movement, perspective, shadows and reflection

	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
	Use lines to represent movement
Printing	Build up layers of colours
	Create an accurate pattern, showing fine detail
	Use a range of visual elements to reflect the purpose of the work
	Show precision in techniques
Textiles	Choose from a range of stitching techniques
	Combine previously learned techniques to create pieces linked to topics
Digital media	Enhance digital media by editing (including sound, video, animation, still images and installations)
To take inspiration from the greats (classic and modern)	Give details (including own sketches) about the style of some notable artists, artisans and designers
	Show how the work of those studied was influential in both society and to other artists
	Create original pieces that show a range of influences and styles

### Cross Curricular Links

There are a number of cross curricular links which are made explicit whenever appropriate:

- ☆ English: pictures and paintings can be used as a stimulus for poems and stories, descriptions can be written about specific paintings and artists.
- ☆ Science: exploration of how different resources are made for example dyes and the processes this entails.
- ☆ History: what is the painting of and why was it painted? Myths and legends can be studied and drawn.
- ☆ Geography: where is the place in the picture, where did the artist live?
- ☆ P.S.H.E: children can express their feelings about the painting and discuss how the people in the paintings could be feeling.
- ☆ Maths: repeated patterns can be made and different quantities can be drawn or represented in a variety of ways.
- ☆ Religious Education: children can look at important paintings in different cultures.
- ☆ Computing: children can use Apps such as 'Pic Collage' to create their masterpieces and animation and photography as digital media.
- ☆ Music: use art to express music such as mood and emotion, as well as drawing the minds image based on a piece of classical music e.g. BBC Ten Pieces.
- ☆ Physical Development: using gross and fine motor skills from making big arm movements with rhythmic gymnastics and drawing on large scale canvases to small movements racing to pick up small items that can be used to create a collage.

## Resources

Art resources are kept in our designated art room where staff can allocate a variety of supplies including:

- ☆ Paints and brushes
- ☆ sketching pencils, coloured pencils and pens
- ☆ Clay
- ☆ Needles, thread and different coloured wool
- ☆ Coloured card and paper
- ☆ Dyes and fabrics
- ☆ Sequins, pom poms and collage resources

If there are resources that a class need, the art subject-leader will be notified and order them.

## Assessment and Recording

The National Curriculum states that by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We assess pupils using our Knowledge Organisers each term and this is then inputted onto our school tracking document.

Our assessment informs our planning and it is good practice for our staff to make assessments and keep notes which they find useful. Significant achievement or weakness may be noted and may serve as a basis for planning future challenges and form part of the annual report to parents. Feedback to pupils about their own progress in Art aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion. Formative assessment is also used to guide the progress of individual pupils in Art. It involves identifying each child's progress and whether they have achieved the skills on our Knowledge Organisers and recalled the 'Sticky Knowledge' accurately. Formative assessment is mostly carried out informally by teachers in the course of their teaching through small group discussions in the context of a practical task, specific tasks for individual pupils, and individual discussions in which children are encouraged to appraise their own work and progress through peer and self-assessment.

## Our Impact

Art enables children to develop an understanding of the world around them. We encourage children to discuss and share their own thoughts, opinions and ideas in a safe environment, knowing and understanding that their views may be different from others and that this is okay. We aim to provide children with an understanding of how to develop their skills further, should they go on to develop an interest within the Art and Design professions during their lifetime. We want children to end year 6 being 'secondary school ready' by having the confidence to express themselves, have refined skills in sketching, painting and sculpture, know about important historical figures who have shaped art and that they themselves can influence art in the future.

### Management and Responsibility

The delivery of the Art and Design Curriculum will be overseen by the subject leader whose main roles and responsibilities include:

- ☆ Contributing to any requirements of the school improvement plan which are linked to Art and Design
- ☆ Monitoring the delivery of Art and Design throughout the school and advising on any action or development needed
- ☆ Identifying appropriate training and publishing any CPD opportunities to staff
- ☆ Supporting colleagues in their planning, implementation and assessment
- ☆ Keeping up to date and being informed about any developments within the subject
- ☆ Creating and maintaining an up to date Subject Leaders Folder
- ☆ Creating links within the cluster and wider community
- ☆ Promoting enthusiasm for the subject of Art and Design and to demonstrate good practice
- ☆ Supporting and guiding staff by encouraging the sharing of ideas, successes and achievements
- ☆ Keeping under review the written policy document for Art and Design
- ☆ Providing opportunities for visits to galleries and similar settings that share art
- ☆ Collecting videos and photographic evidence from Art and Design activities around the school
- ☆ Being aware of national and local developments in Art and Design through reading relevant materials and attending courses

### Policy Review and Evaluation

This policy is embedded in our school's aims and vision and was agreed and adopted by the Governing Body in Spring 2025 and will be reviewed in Spring 2028.