

MARISH

ACADEMY TRUST



Art and Design Policy

2025/26

Contents

Contents..... 3

1 Introduction..... 4

2 Aims..... 4

3 Delivery of Curriculum..... 5

4 Inclusion..... 7

5 Assessment, roles and resources8

6 Health and Safety9

7 Revision History..... 10

8 Approval History10

1. Introduction

Marish Academy Trust prides itself on giving all students the opportunity to explore and build on their experiences and knowledge, developing resilience and building aspirations through research and investigating skills. We believe that Art and Design enriches and enhances the experiences of all pupils. Art is a subject in which children have the freedom to express their ideas and thoughts in an imaginative way. It encourages self-expression and creativity and can build confidence as well as a sense of individual identity. Creativity can also support well-being. Pupils have opportunities to develop critical thinking through the skills of observation and interpretation. They may also develop the ability to explore, appreciate and understand the world around us. Art can be used as an inspirational gateway into other areas of the curriculum such as History, Geography, Religious Education and Mathematics.

2. Aims

In Art, our intent is that children become enthusiastic artists who have the chance to develop a wide range of artistic skills and abilities using a variety of media. Their experiences will foster the ability to observe, investigate, think critically, discuss and evaluate the work of key artists from different historical periods and parts of the world, as well as their own pieces of art and the work of their peers.

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

3. Delivery of the Curriculum

At Marish Academy Trust, our key curriculum drivers; Aspiration, Resilience and Cultural Capital shape our curriculum breadth. Our 4D curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics, the specific aspects of subjects that are studied and incorporated together, create curriculum breadth. This is sometimes described as substantive knowledge. Threshold concepts connect subject topics and key skills into meaningful schema. They are sometimes described as skills or disciplinary knowledge. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same 3 concepts over and over and gradually build understanding of them; from basic, to advanced, to deep understanding. SMSC and PSHE strands are also embedded throughout the curriculum.

Our Art and Design threshold concepts are:

Developing ideas

This concept involves understanding how ideas develop through an artistic process.

Mastering techniques

This concept involves developing a skill set so that ideas may be communicated.

Taking inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Early Years Foundation Stage

Teaching in the Foundation stage is cross-curricular over the seven areas of learning. Pupils are provided with opportunities to experience art through play and exploration. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space.
- about the work of a range of artists, craft makers, designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils should 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.
- to create sketch books to record their 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 (For example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

4. Inclusion

Equal Opportunities and EAL

At Marish Academy Trust we aim to provide equal opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, teachers work to ensure that our expectations, attitudes and practices enable all pupils to reach their potential.

Where particular pupils have learning and assessment requirements which must be addressed in order to overcome barriers to learning, for example as a result of disability, or linked to the pupils' progress in learning, learning support assistants or class teachers take into account of these requirements by:

- Providing all pupils with EAL with opportunities to achieve in this subject area. When appropriate, activities are differentiated so that all learners can access the curriculum. At specific times, the EAL support team work alongside pupils to support them with their learning.
- Marish Academy Trust is committed to ensuring equal opportunities of all pupils with any form of disability and will ensure that disabled pupils are treated favourably in any procedures and practices. Children bring different experiences and talents to Art. The qualities they already possess should be valued, whilst opportunities for widening their experiences need to be created. When a pupil's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum.

Special Educational Needs

Art should be an enjoyable, stimulating experience for all pupils. Its Visual, Auditory and Kinesthetic skills approach enable any pupil with Special Educational Needs to fully participate in lessons. The varieties of areas in Art (drawing, painting, sculpting etc) mean that pupils with abilities in different areas will be able to achieve in this subject. Art helps children with special needs in many ways including; building fine motor and problem solving skills, enhancing communication and expression whilst also promoting self-esteem and motivation to succeed.

Well-managed group work and / or allowing children to collaborate means that pupils with reading or writing difficulties can be helped by other pupils. Teachers should be prepared to adapt activities or give extra help where needed. Well prepared stimulating activities should increase motivation and reduce problems of a behavioural or emotional nature.

In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil.

5. Assessment, roles and resources

The Creative Curriculum leaders, Art subject leaders and senior management are responsible for observing practice and monitoring the quality and impact of Art teaching and learning. There is an informal ongoing assessment by Class Teachers to ensure continuity, progression and achievement in Art. A summative assessment of children's progress is provided in the end of year reports to parents. Sketchbooks, which are carried through into the next academic year, will also show evidence of achievement. Teachers are encouraged to record photographic evidence of pupils' work in sketchbooks where possible. Displays and a cross-curricular end of year showcase can also give pupils and parents the chance to observe and acclaim artistic accomplishments.

In relation to marking, teachers should also refer to the school's marking policy for detailed guidance. For Art, this includes, verbal feedback and small group or class evaluations/ discussions (with an emphasis on positive aspects of children's work) next steps to move learning on.

Displays

Displays throughout the school are a vital part of celebrating achievements in Art. Special exhibition displays allow pupils and staff to appraise children's creations that have been inspired by studying the life and work of important artists and craftspeople. Here, continuity and progression across the school can be seen clearly. Artwork also forms an essential part of displays in many other areas of the curriculum such as History and Geography. School corridors are put together like an art exposition to enthuse all.

Resources

Each school has a wide range of resources to support the teaching of Art. These are gathered as the budget allows. Resources for each year group are stored in the subject leader's classroom and the DT/Art cupboard and shared as needed. In addition, the subject leaders can provide access to a range of practical resources and external experts to enhance pupil's learning across the key areas studied.

Computing

Computing enhances our teaching and learning in Art, wherever appropriate, in each key stage. Pupils will be provided with opportunities to develop and apply their computing capability to support their learning in Art. They will use the Internet selectively to find information, digital cameras to take pictures, email to communicate with people in other places and databases/word processors/ spreadsheets to handle and present information. Opportunities for embedded computing as a tool to support learning and teaching are identified in curriculum planning.

Role of the subject leader:

- Monitoring and support to planning and ensure coverage of key skills- Leading CPD training to ensure that teachers are aware of the threshold concepts as set out in the subject overview.
- Access to practical resources, materials and equipment in order to enable students to explore and develop
- Lesson observations/ sharing good practice
- Ensuring common standards and formats for recording and assessment

6. Health and Safety

A safe working environment and ways of working need to be encouraged from the earliest stage and safe practices should be understood by voluntary helpers. All areas must be in the direct vision of the teacher and there should be enough space for each child and group to work comfortably.

Teachers should be aware of any physical limitations which a pupil may suffer e.g. Poor eyesight or hearing, dominance of left or right hand, poor fine motor skills or other Special educational needs and make suitable arrangements to allow the pupil to operate effectively.

Tools which present a safety hazard, such as a glue gun, saws, other tools which possess sharp blades or points, need to be secured away from general tools. The safe use of tools should be modelled, by the teacher, before any practical work is undertaken.

THE USE OF SHARP EDGE TOOLS SUCH AS WOOD CHISELS AND LARGE KITCHEN KNIVES SHOULD BE AVOIDED IN PRIMARY SCHOOLS.

Craft knives should only be used by older children (Year 6) under direct supervision. Always use a safety metal ruler and preferably on a cutting mat. Teach children to keep their fingers behind the cutting edge of sharp tools.

Delivery of curriculum through Virtual learning

In the event of school closure, lockdown or quarantine, Marish Academy Trust use Google Classroom and Tapestry(EYFS) to deliver both theory and practical lessons for students to complete at home. They will be guided through the lessons via detailed and differentiated PowerPoints and resources to develop threshold concepts during the closure.

7. Revision History

Version	Date	Author	Comments
5.0	02/02/2019		
6.0	22/01/2021	BW/AB/DA	
7.0	30/01/2023	BW/AB/DA/ AA	
8.0	30/01/2025	BW/AB/DA/ AH	

8. Approval History

Version	Approved	Comments
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