



# Carlton VC Primary School

## *Art and Design Policy 2024*

*'Work hard, reach for the stars and you will go far'*

Approved by: Jo Bevis  
Governors

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Written by: Caroline Williams

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### 1. Curriculum Vision and Aims.

At Carlton Church of England Primary we believe that every child matters and that they are given lots of opportunities to build on their skills with encouragement and nurture. We believe that every child can achieve their best potential and that children will grow holistically given the positive attitudes this subject provides.

Our curriculum is based on a program provided by Access Art and aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced to ensure sufficient knowledge and skills to support future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and to be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip the pupils with the knowledge and cultural capacity they need to succeed in life.

At Carlton C of E Primary School we believe Art and Design is a vital part of children's education and has a significant and valuable role in developing the whole child. The art curriculum provides children with the opportunities to develop and extend skills and to express their individual interests, thought and ideas. It will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists from Britain and the wider world. Children will develop their understanding and use of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which is engaging, inspiring, accessible to all and enables children to reach their full potential.

## 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum in England: Art and Design programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework, especially relating to creative Development.

## 3. Roles and responsibilities

### 3.1 The governing board

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

The subject leader is responsible for ensuring high standards of teaching and learning. They will monitor, support and motivate teaching and learning, and set targets for professional development and improvement. They will report to the Headteacher and governing body.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

Art is delivered in Carlton school by teaching specific skills and through purposeful cross curricular links as part of the termly topics in the Creative curriculum. There is an established two year rolling programme of cross curricular topics which has been carefully designed to ensure that all the requirements of the national Curriculum in England :Art and Design are met. The skills and knowledge that children will develop throughout each topic are mapped across each year group and throughout the school to ensure progression. Through a focus on skills, children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, mixed media, textiles and sculpture and form.

Long term planning is available on the school website and staff drive of the school network. Medium term planning is prepared by teachers and made available to the subject leader. Art is a subject that is truly cross curricular; while developing the core skills and knowledge, that are purely art related, we are also exploring and discussing PSHE, wellbeing, science, language, literature, history, geography, community, cultural identity and personal expression. Art is at its core an exploration of the human experience and therefore the subject that most naturally relates to developing cultural capital in children.

Children will be introduced to a range of works by famous artists in order to develop knowledge of the styles and vocabulary used to describe these. The skills they acquire are applied to the cross-curricular topics, allowing children to use their art skills to reflect on and explore themes in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

We will ensure children have a clear understanding of the intended outcomes and can measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

The Key principles that underpin our Art curriculum include:

- Art is accessible to all children at Carlton Primary school; inclusivity is at the heart of what we teach, with our core values underpinning every lesson.
- By the time children leave our school they should have not only developed their own artistic skills but also, to have explored the work of a wide range of artists and begun to understand the place and importance of art in society.

See our EYFS policy for information on how our early years' curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

In addition to ensuring that all the children are able to access and engage in art, at Carlton school we feel it is vital that the art we study is representative of all sections of society. By studying art across nationality, ability, gender and time, we are aiming for the children to understand that the unique thing about art is it can be whatever you want it to be: exciting, calming, inspirational, thought provoking, beautiful, disturbing, exhilarating, meditational. There is a place in art for all things and all people.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- › school visits
- › subject Leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- › Oversight of long term and medium-term planning.
- › Learning walks.
- › Book scrutinise.
- › Pupil interviews
- › Display monitoring

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the Subject Leader and Headteacher. At every review the policy will be shared with the full governing body.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives