BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Art and Design Policy
2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Mr G. Bunce**
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Headteacher (Mrs G. Locke) **Chair of Local Acemy Governors (Mrs R Fuller)**	

Introduction

At Barcroft Academy we believe that teaching and learning in Art and Design is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

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

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As a school we do celebrate and recognise the work children bring into school from home.

We aim to give the children the following opportunities at Barcroft Academy:

- Foster an understanding and enjoyment of art, craft and design.
- Experience a broad and balanced range of art activities and show progression within these experiences.
- Show development of ideas and their own skills through the use of a sketchbook.
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.
- Develop use of a range of tools, media and processes.
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- Provide opportunities for studying historical, cultural and religious art.
- Through art extend and enrich other curriculum areas.

Role of the Subject Leader

The role of the subject leader is to;

- Advise and support staff in planning teaching and learning of art.
- Support staff with art technique.

- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- Use feedback from monitoring to develop an action plan for Art with realistic and developmental targets.
- Audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document.
- Keep up-to-date on the use of Art in the curriculum.

Teaching and Learning

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability, and setting different tasks for each group.
- Providing a range of challenges with different resources.
- Having more adults support the work of individual children or small groups.

The Curriculum

Art and Design lessons are planned principally by the class teachers to fit their own class. All art and design lessons are based around the key objectives stated in the 2014 National curriculum. We also use Focus education's key assessment criteria book to break down the objectives and assign more specific objectives to individual year groups. The medium term plans for teaching art and design across the school are available for teachers and parents and show the progression of teaching over the year groups and the objectives that are covered each half term. The planning by class teachers is monitored by the art and design subject leader and the curriculum manager to ensure all objectives are being taught and met to a good standard.

Early Years

Early Years use the September 2021 revised Development matters/ Birth to 5 document to plan adult led lessons and independent activities for the children to access through continuous provision. The different aspects of Art are encompassed within Expressive Arts and Design in the Foundation Stage Curriculum, however

elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). The Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum to prepare the children for Key Stage 1. There is a high emphasis on independence and independent learning, which enables the children to freely explore resources and pursue their own creative interests and talents in addition to the adult led learning experiences.

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Activities are planned using the National Curriculum and Cornerstones as a starting point and relate to a variety of cross-curricular links.

Our planning includes opportunities for

- Children to work individually, in pairs or in larger groups.
- Preliminary investigation work through the use of sketch books.
- First-hand experiences such as visiting art galleries or working with a professional artist.
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area.
- Evaluation of ideas and methods.
- Children to see that their work is valued, celebrated and displayed around the school.

Cross-curricular links

Computing

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. The

children will also learn about artists, designers and craft makers comparing their techniques and creating biographies, fact files about them.

Mathematics

Art and design contributes to the teaching of Mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development (SMSC)

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, (paintbrushes, water pots, selection of paints, aprons) but we keep the more specialised equipment in the Art and Design store.

Sketchbooks

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook. Each child has their own Art and Design sketchbook which is used to develop sketching skills. This Art Book sketch

book provides a record of the child's learning and progress in art as part of their art portfolio.

The Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes.

Recording in the sketchbook can take many forms and can be used to:

- Practise certain skills and features, and to gather information for use on a larger piece of work.
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints.
- Record details about the item being drawn or sketched for future reference.
- Include sketches and working drawings for ideas of things the children want to make.
- Gather information to give specific knowledge of how things are made or work.

Health and Safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to:

- Use tools and equipment correctly and safely.
- Recognise hazards and risk control.

Equal Opportunities and Inclusion

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

Differentiation

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Some art lessons will be differentiated by outcome not task. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Assessment and Recording

We assess children's work in Art and Design by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. Where applicable, the teacher gives advice on the next steps for learning. We report progress in Art and Design to parents at the end of the year through the written reports. All of our Art and Design objectives are taken from the 2014 National curriculum for each key stage.

Subject Monitoring

The Art and Design Subject Leader is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the governing body upon its review.