



Art and Design Policy

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Contents:

1. *Aims*
2. *The National Curriculum*
3. *Planning and teaching*
4. *Learning environment*
5. *Assessment and recording*
6. *The subject leader*
7. *Resources*
8. *Displays*
9. *Health and safety*
10. *Equal opportunities*
11. *Art in the core curriculum*
12. *Long term plan*

Aims

At Bramley Park Academy all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and religious education.

Our aims in teaching art are that all children learn to:

- Find enjoyment in art and creativity.*
- Hold a positive self-image and confidence.*
- Discover a sense of purpose and fulfilment in artistic expression.*
- Appreciate a wide range of artists and art works.*
- Experiment with a range of media.*
- Use a range of materials and techniques competently.*
- Develop their observation and description skills.*
- Express ideas and feelings through creative work and in both two and three dimensions.*
- Value and respect their work and the work of others.*
- Discuss their work using appropriate vocabulary.*

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.*
- Artistic observation can heighten perceptions.*
- Art can contribute to cultural understanding.*

2. The National Curriculum

2.1. The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

2.1.1. To use a range of materials creatively to design and make products.

2.1.2. To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.

2.1.3. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

2.1.4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

2.2. The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

2.2.1. To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

2.2.2. To create sketch books to record their observations and use them to review and revisit ideas.

2.2.3. To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.

2.2.4. About great artists, architects and designers in history.

3. Planning and teaching

3.1. EYFS

3.1.1. *In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.*

3.1.2. *They develop their imagination and creativity and begin to investigate the qualities of materials and processes.*

3.1.3. *They begin to use colour and shape to express themselves.*

3.1.4. *They investigate the use of pattern and texture to represent ideas or emotions.*

3.2. Key Stage 1

3.2.1. *At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.*

3.2.2. *At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.*

3.2.3. *They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.*

3.3. Key Stage 2

3.3.1. *At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.*

3.3.2. *Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.*

3.3.3. *Pupils learn to improve their use of tools and become confident in using a variety of techniques.*

3.3.4. *Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the*

purpose, creation, materials and significance of a variety of art works.

4. Learning environment

4.1. Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or class activity.

4.2. Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles.

4.3. Planning for art and design is provided for in medium and long-term plans. (See 12)

5. Assessment and recording

5.1. Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

5.2. At Key Stage 2, pupils are required to show their progression in their topic book and art sketchbook.

5.3. Progression and achievement are tracked in the teacher's weekly and medium-term plans against learning objectives.

5.4. Photographic records and some work may be kept until the end of the year.

6. The subject leader

6.1. The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

6.2. They will monitor the quality of teaching and the standard of work produced.

6.3. Evidence will be kept from year to year.

6.4. The subject leader will offer support to colleagues and share their expertise and experience.

6.5. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

7. Resources

7.1. The teacher is responsible for resourcing (using your curriculum budget, this will ensure that only stock that is needed is ordered),

8. Displays

8.1. The school promotes the displaying of art work in classrooms. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning. Please refer to the Display Policy.

9. Health and safety

9.1. Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

9.2. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

9.3. Children are always supervised during activities.

9.4. Mod-roc (a plaster covered bandage) may be used to construct sculptures and casts (such as face masks). The use of Mod-roc is always under strict adult supervision and skin is protected by using a barrier cream such as Vaseline.

9.5. A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

10. Equal opportunities

10.1. Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

10.2. Pupils with special educational needs and disabilities are assisted by teachers during art lessons.

11. Contribution of art in the core curriculum

11.1. English

11.1.1. Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

11.2. Maths

11.2.1. Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

11.3. J.T

11.3.1. J.T is used to support art and design teaching. Children use J.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

11.4. PSHE

11.4.1. In art lessons children are taught to discuss how they feel about their own work and the work of others.

11.5. SMSC

11.5.1. Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect

for the abilities of other children and encourages collaboration.

12. Long Term Plan

EYFS Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	I am 3	On a Rainbow	In a Nursery Rhyme	In the Garden	On an Adventure	On a picnic
Key Driver / lines of enquiry Communication / language PSED PD Mathematics EAD/UTW	Children sharing their 3rd birthday celebrations Stories around the number 3 songs sound 3 trike ride How I have changed from a baby to now	Light and dark / day and night Colours and mixing Eid Diwali Bonfire Night Christmas	Nursery rhyme day Local professions Jobs people do	Weather and seasons Lifecycle of a butterfly (hatching) Lifecycle of a chick Planting and growing	Jungle Ocean Pirates Space Wider world	Food Farms Looking after the world
Key Text	Literacy and phonics: Three Billy Goats Gruff Three Little Pigs Goldilock and the Three Bears Kippers Birthday Two Daddys	Literacy and phonics: Elmer Brown Bear, Brown Bear Little Blue and Little Yellow How do you make a rainbow?	Literacy and phonics: The Great Nursery Rhyme Disaster Incy Wincy Beetle Topsy and Tim	Literacy and phonics: Dear Zoo Mad about Minibeasts Titch Ten wriggly wriggly caterpillars	Literacy and phonics: We're going on a lion hunt Animal Boogie Walking through the Jungle Driving home from Grandpa's	Literacy and phonics: Going on a Bear Hunt 10 things I can do to help my world Percy the park keeper - after the storm

EYFS Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	In the Town	Sparkling Celebrations	On a magic carpet	Under the microscope	In a Story Book	Around the World
Key Driver/lines of enquiry Communication / language PSED PD Mathematics EAD/UTW	People who help us My family My friends Our local area Our history	Bonfire Night Halloween Diwali Birthdays Christmas Seasons Visit from a priest Local Area and cultures	Space and Neil Armstrong Dinosaurs Castles - Kings and Queens Past and present	Growing plants Animal life cycles Minibeasts Field to fork	Caring for our world Different settings and environments	Countries around the world Where does food come from? Comparing environments Animals in the wild
Key Texts	Literacy and phonics: Once there were giants Who's in a family? Pete the Cat In every house in every street	Literacy and phonics: The scarecrows wedding Holidays, celebrations and festivals What's in the Witches Kitchen Pumpkin soup	Literacy and phonics: The man on the moon Trouble at the dinosaur cafe George and the Dragon	Literacy and phonics: Do you love bugs? Teeny weeny tadpole Jack and the Beanstalk Katie and the sunflowers	Literacy and phonics: Do you love bugs? Teeny Weeny Tadpole Jack and the Meanstalk Katie and the Sunflowers	Literacy and phonics: How big is the world? Last Stop on Market Street Things that go Casio's Day

KS1 Cycle 1 2022-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	On Our Doorstep	In The Capital	On Our Planet	On Our Travels	On The Ward	In The Great Outdoors
Key Driver	<p>Cultural capital - History - People and places in their own locality Why is Leeds special? What is special about Bramley? - Bramley Baths Geography - Local Leeds and Bramley. Fieldwork. Use basic geographical vocabulary.</p>	<p>History - Events beyond living memory - Great Fire Of London Geography - Continents and oceans (Locations on a map) name, locate and identify four countries and capital cities of the United Kingdom and seas.</p>	<p>Geography - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. A comparison study between a place in the UK (Bramley) and a non-European city - Extreme weathers.</p>	<p>History - the lives of significant individuals who have made an impact - Neil Armstrong and Christopher Columbus Geography - Landmark around the world Using a compass and understand North, East, South and West.</p>	<p>History - Lives of significant individuals - Florence Nightingale and Seacol History - Events beyond living memory. Changes within hospitals from then to now. Geography</p>	<p>Science - Plants and seed growth. Working scientifically using written experiments and observations. Geography - Seasonal and daily weather patterns in the UK compared to the world.</p>
Other area	<p>Art and DT - Using different materials/textiles and collage PSHE - All about me</p>	<p>Art/DT - sculpture of building in London. Music - Charanga unit - Ho, Ho, Ho! https://www.leedscaranga.co.uk/free-style/1312393-ks1-units-of-work/1360241-ho-ho-ho</p>	<p>DT - Comparing food / outfits Music - To compose, transcribe and describe - Charanga unit - Bring us together. https://www.leedscaranga.co.uk/free-style/1312393-ks1-units-of-work/1360259-bringin</p>	<p>Art and DT - making a moving vehicle / toy</p>	<p>PHSE - inequality within racism and women's rights. Music - Charanga unit The Friendship Song https://www.leedscaranga.co.uk/free-style/1312393-ks1-units-of-work/1360247-friends-hip-son</p>	<p>Art and DT - observing and sketching (plants) painting</p>

KS1 Cycle 2 2023-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Under Parliament	Our Life, Our Leeds	On the High Seas	At the Toyshop	In the Wild	At the Weather Station
Key Driver	<p>History - Beyond living memory - Gunpowder Plot Significant people - Queen Elizabeth II - Guy Fawkes British Values - the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Cultural Capital Science (Biology) National Curriculum: Animals including humans Famous person from Leeds - Brownlee Brothers Family tree</p>	<p>Geography - Continents and oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p>	<p>History - the development of toys. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. National Curriculum: History within living memory</p>	<p>Science (Biology) National Curriculum: Plants and animals (See science slide for what to cover)</p>	<p>Science - National Curriculum: seasonal changes/weather patterns Geography - Human and physical comparison of 2 countries</p>
Other area	<p>Geography - Capital cities of the UK, continents and oceans Art/DT - sculpture</p>	<p>PSHE - our locality. All about me and my family DT - Food technology</p>	<p>History - famous people (Christopher Columbus)</p>	<p>Science - materials DT - Design a toy</p>	<p>Music - compose and perform Art/DT - drawing/sculpture</p>	<p>Art/DT - printing/weaving Music - describe, compose and perform</p>

LKS2 Cycle 1 - 2022-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	With Yorkshire Artists	In Ancient Greece	On a River	On The Savannah	In the Colosseum	Down the Mine
Key Driver	<p>Cultural capital Art - Sculpture and drawing. Understanding and recognising famous artists (Local history). National Curriculum: Local History (Leeds) Geography - Name and locate counties and cities in UK. Use compasses, grid references and symbols to build knowledge of the UK</p>	<p>History - Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world. National Curriculum: British History compared with an influential culture outside of the UK. Geography - use maps, atlases, globes and computers to locate countries</p>	<p>Geography - Settlements and land use Name all important rivers in Britain and some famous ones worldwide. Human and physical characteristics Features of a water cycle</p>	<p>Science - Animal habitats food chains. How animals adapt to their in their environment. Compare with another extreme place. Geography - Identify the position and significance of latitude, longitude etc</p>	<p>History - Romans (British history) the Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Local history - Leeds</p>	<p>Cultural Capital History - Local history Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Key events from Britain's past using a range of evidence from different sources.</p>
Other area	<p>History - Famous artists in the UK and around the world Geography - Compare local artists with someone outside the UK where do these artists come from? How were they influenced by culture?</p>	<p>Science (Biology) - States of matter</p>	<p>Geography - Identify Greece on a map Name important places Art and DT - observing and sketching.</p>	<p>Geography - Locate the Savannah on a map. Locate where the Savannah is found e.g. North south America compared to the UK.</p>	<p>Art and DT - Using different materials Using different tools to create effect</p>	<p>Geography - Human geography. Distribution of natural resources . Discuss environmental impact.</p>

LKS2 Cycle 2 2023-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Inside the Human Body	In the Stone Age	At the Workshop	At the Pyramids	In Victorian Yorkshire	In the Countryside
Key Driver	<p>Science (biology) National Curriculum - digestion, teeth, muscles and skeleton</p>	<p>History - Local history National Curriculum - Local history changes, timelines of British history, changes throughout Britain</p>	<p>DT - construction of a moving toy Science - forces and magnets</p>	<p>History - Must introduce Ancient Ancients first and then focus on Ancient Egypt National Curriculum - Ancient Ancients specialising in Ancient Egypt Geography - use maps, atlases, globes and computers to locate countries</p>	<p>History - local history National Curriculum: Beyond 1066 Geography - fieldwork Use compasses, grid references and symbols to build knowledge of the UK</p>	<p>Science - National Curriculum: plant life - basic structure and functions Life cycle/water transportation</p>
Other area	<p>PSHE - nutrition DT - food tech Art - sketching</p>	<p>Science - rocks and soils to be taught discretely</p>	<p>DT - planning and evaluating Science - materials</p>	<p>Art - Sculptures DT - food tech Geography - mapping skills, looking at rivers (river Nile)</p>	<p>Art - paint/collage</p>	<p>Art/DT -sketching/painting Music - describe, compose and perform</p>

UKS2 Cycle 1 2022-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Frozen Kingdom	In the Blitz	Amongst the Fossils	On the Bus	In a Heartbeat	In the courtroom
Key Driver	<p>Science National Curriculum - Adaptation and habitats History - British History beyond 1066 - Titanic - who was to blame? Analyse sources from the past to explain why people acted as they did. Geography - mapping skills Identify the position and significance of longitude, latitude, equator, northern and southern hemisphere. Use eight points of a compass, grid references, symbols and keys.</p>	<p>History World War 2 National Curriculum - cause and effect. Beyond 1066 Geography - allies and axis Use maps, atlases, globes and computers to locate countries Use compasses, grid references and symbols to build knowledge of the wider world</p>	<p>Science National Curriculum - evolution, adaptation and inheritances History - significant lives, timeline of evolution Geography - comparison study (fossils from 2 areas of the world)</p>	<p>British Values History - Timeline of human Rights, Black History - Significant turning point in history. Cause and effect History - events within living memory - links to refugees and the Black Lives Matter movement</p>	<p>Science Animals including humans National Curriculum: circulatory system, water transportation</p>	<p>History Study of crime and punishment National Curriculum - Cause and effect/case study</p>
Other area	<p>Art - sketching DT - modelling - designing and evaluating</p>	<p>DT - designing and evaluating - food tech (rationing recipes) Art - painting and digital media Music - describing, transcribing, performing</p>	<p>Art - sculpture, sketching, painting, printing</p>	<p>Art - sketching and painting. PSHE Music - describing, transcribing, composing and performing</p>	<p>PSHE - SEAL Art - Sketching, painting, collage</p>	<p>Art - Digital media/sketching PSHE British Values</p>

UKS2 Cycle 2 2023-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	In the Rainforest	In Mexico	On a Longboat	In the Landfill	At the Abbey	On the Space Station
Key Driver	<p>Geography - Human impact on the rainforest National Curriculum: physical geography, including: climate zones, biomes and vegetation belts Geography - use maps, atlases, globes and computers to locate countries. Use compasses, grid references and symbols to build knowledge of the wider world.</p>	<p>History - Mayans National Curriculum - Non-European Civilisation (advanced society) Geography - physical and human features</p>	<p>History - Viking rule and anglo-saxons. (Local history comparison of Leeds) National curriculum: Key events in British history (chronology) Geography - Mapping the Viking journey and settlements across the UK.</p>	<p>Science - sustainability and materials National Curriculum: Properties and changes in materials</p>	<p>History - Local history (Kirkstall Abbey) and the Tudor period. (British history) National curriculum: Key events in British history (timeline of significant events). Geography - comparison study with another country within Tudor period.</p>	<p>Science - Earth and space, forces. Geography - Identify time zones, including day and night. History - Key people and events in British and national history.</p>
Other area	<p>Science - Habitats and life cycles of animals including humans Music - rainforest music - describe and transcribe</p>	<p>Music - describe, transcribe, compose and perform</p>	<p>DT - designing and evaluating (Viking outfits/shield)</p>	<p>DT - Mechanics (Making an item from recycled waste).</p>	<p>Art - sketching and painting</p>	<p>Art - Peter Thorpe space art study</p>