



Art and Design Policy

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Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

Art and Design Curriculum Rationale

Art and Design provides our children with the chance to be expressive, creative and offers them an alternative means of communication. Our Art and Design curriculum combines structured activities with the opportunity for pupils to explore and develop their own style and ideas and the chance to learn about some inspirational artists from the past and present. At Light Years School we value our pupil's individual talents and provide a robust Art and design curriculum which allows our pupils to celebrate their successes and achievements outside the core areas of maths and English.

Our aim is 'To ensure every child has access to high-quality art, craft and design education, we believe that art must have an important place in every school.' - National Society for Education in Art and Design 2023

Light Years School believes that pupils should:

- Be able to express themselves in a range of ways.
- Be taught to value individual talents and strengths.
- Have the opportunity to be inspired by famous artists.
- Be taught new skills and learn how to apply them in different ways.

The Art and Design policy is designed to be inclusive and consider pupils' needs as outlined in their EHCPs. Learning will be delivered through a range of practical activities that are adapted to the current needs of the pupils. Lessons will be supported by a range of enrichment activities including external trips and whole school/key stage collaborative projects.

Art and Design Curriculum Intentions and Implementations

Art and Design Intent

Pupils will:

- Be able to record from first-hand experience and from imagination.
- Be able to select their own ideas to use in their work.
- Achieve their creative potential using different mediums and techniques, both 2D and 3D.
- Develop their knowledge of materials and learn how to use them safely.
- Develop skills and expertise in using materials and equipment that enables them to realise their ideas.
- Have the confidence to showcase their own ideas without fear of ridicule or failure.
- Develop knowledge of different artists, craft people and designers
- Appreciate the beauty, order and precision that is found, naturally and man-made, in our world.
- Enjoy exploring, designing, creating, and recreating visual art, crafts, and models.

Art and Design Implementation

Pupils are taught art and design as part of their termly topic work.

In each series of lessons pupils are given opportunities to

- Use their art books to record observations and develop ideas.
- Use their art books to practise skills, develop them and make improvements over time.
- Use great artwork as stimuli for creating and developing their own ideas.
- Use their imagination to develop their own ideas and use these to design and generate artwork in the form of sketches, painting, 3D work, printing and digital art.
- To practise and develop the skills they have been introduced to.

- Study work in a variety of genres and styles
- Study great artists from the past and present and from a variety of cultures
- Form opinions on the works they encounter using appropriate 'art vocabulary'.
- Experiment with tools and techniques for drawing and sketching, painting and colour, 3D work, printing and digital art.

Art and Design Impact

The impact of art success in our school is measured by the following:

- Children have knowledge of and are inspired by famous artists and designers from different times and cultures.
- Children demonstrate a range of different skills and techniques with increasing mastery as they move up the school.
- Children give opinions about different artworks or the work of different artists and give reasons to justify their thoughts.
- Children are confident to experiment with materials and techniques and to use their own ideas.
- Children demonstrate the safe and correct use of equipment and materials.
- Children enjoy and are engaged in art sessions.

Art and Design Leadership – Roles and Responsibilities

Senior Leaders

- Lead and give a high profile to art ensuring departmental contributions to the development of art are regularly discussed in line management meetings and are a focus of the quality assurance process.

Art Leader

- Provide Pupils with core knowledge, skills and understanding they need think like an artist. Support other teachers in the planning and delivery of art.

Teachers across the curriculum

- Contribute to Pupil's development of knowledge and skills in the use of techniques and materials, empower children to express their creativity.

Learning Support Assistants

- Support Pupils in their development of artistic skills and provide support to help them have the confidence to develop their creativity and express themselves.

Parents

- Encourage children's artistic individuality through allowing them to draw, paint, colour and model make. Expose children to art in the real world such as packet design, comics and picture books and street art.

Pupils

- Take responsibility for their own learning and engage in all activities within art lessons. They will respect resources made available to them. Respect other people's work.

Personal Development within the Art and Design Curriculum

Personal Development intentions are to ensure that all Pupils:

- are provided with a curriculum that offers opportunity to be exposed to a variety of beliefs and principles in which clear ground rules are set in line with the core values of the school including fundamental British Values.
- reflect upon their own beliefs and values and respect those of others.
- are supported to consider and regard the equal opportunity for all and show respect and tolerance of differing religions and beliefs of others.
- have British Values embedded within the curriculum to prepare them for life in modern Britain when they depart from the school.
- have awareness of career options and will feel confident in identifying and recognizing how the curriculum may lead to these careers.
- enrich their learning through Personal Development afternoons as well as extra-curricular activities on offer throughout the school waking day curriculum.

Through art, personal development will be implemented by:

- encouraging children to develop their own style, creativity and express themselves.
- Fostering a culture of respect for each other's individuality and the right to express ourselves.

Current affairs

- This provides opportunity to experience the age-appropriate beliefs and social constructs of communities and cultures within the wider setting of Britain. British values are embedded through the content of the resources referenced.

Art and Design Safeguarding Statement

Safety and safeguarding is the core theme throughout the pupil's life at Light Years School. Through the safeguarding culture at school, we aim to help prepare the pupils for the next stage of their education. At all times we aim to foster resilience alongside a calm environment.

In order to safeguard pupils against inappropriate or harmful materials both physical and online we are committed to ensuring they have suitable, balanced, and carefully chosen research and reading resources. Materials will be closely monitored and any concerns about pupils' resources will be either removed or reviewed.

School leaders ensure that any material does not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view, they present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to the Designated Safeguarding Lead and raise a cause for concern form.

To ensure pupils safety throughout their art journey, activities are carefully planned and chosen to be appropriate, accessible and we only use materials that are safe for the children's stage of learning. If necessary, risk assessments are carried out and pupils are encouraged to consider the safety aspects of what they are doing.

Art and Design Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	Light and dark	Colour	Animal sketching	Frida Kahlo study	Egyptian mosaics	
Year 3/4 B		Model colosseum	Animal shadow puppets	Greek clay pots	Food technology Healthy Eating	
Year 5/6 B	Solar system art	Royalty pop art	Volcano pixel art.	Design and make a Mayan mask	Making a peg doll/toy	
Year 5/6 B	Take Flight!	Conflict, Healing and Hope	Dear Greenpeace	Survival Mode	Volatile Vikings	Influence