



Art and Design Policy

Introduction

Roebuck Academy's Art curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs/and or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. We are passionate about providing children with the tools and resources they need to create high quality artwork. Art is highly celebrated at Roebuck as we know how important it is to children at our school.

Intent

At Roebuck, our art curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Through our committed work with Arts Mark, external professionals and organisations, enrichment clubs and competitions, there are also opportunities for enrichment and specialism, for example,

- Arts week with a visiting artist to promote specific disciplines
- Visits which make links to or focus on the Art and Design Curriculum
- Wool Craft Club
- Artsmark Award (Platinum 2)
- Arts Award
- Arts Award Club
- CPRE Hertfordshire (Council for the Preservation of Rural England) Children's Art Competition.
- Collaboration with International non-governmental organisation WaterAid and Glastonbury Festival.
- 'Roebuck Gallery' exhibition events
- Partnership with local secondary schools.
- Stevenage Colour in the Underpass competition (collaboration with Stevenage Borough Council, Hertfordshire County Council and funded by the Stevenage Development Board Towns Fund)
- The Robin's Magical Christmas Trail Collaboration with Westgate Shopping Centre, Stevenage Creative Network and 12 local Primary schools
- Stevenage Creative Network British Legion Poppy Appeal- Collaborative project with local schools and businesses (Westgate Centre Stevenage).
- Educational visits with links/focus upon the Art and design curriculum

Our art curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The Kapow scheme that we use is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. It supports pupils to meet the national curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. Kapow Primary is an Artsmark partner providing support for the Artsmark Award, inspiring children and young people to create, experience, and participate in great arts and culture.

Implementation

At Roebuck, we feel it is of paramount importance to provide children with a fantastic and engaging art curriculum. Our children thrive on being creative and we want to develop and celebrate this. We take into account feedback from all stakeholders and follow the Kapow Scheme of Work which develops children's art skills and shows clear progression through each year group. Art lessons are usually taught as one-hour weekly lessons, however, there may be times where lessons may be blocked, for example, when using materials such as clay which would naturally dry out/change over the course of a week.

Our curriculum for Art is designed with five strands that run throughout.

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited repeatedly with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

The units we teach scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to make additional links. Creativity and independent outcomes are embedded into all units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal. In addition, the annual workshops led by teachers and artists include themes which are selected based on the needs and interests of the pupils at Roebuck Academy as well as local opportunities and cultural capital. Examples of this include the incorporation of themes and methods to appeal to and support all groups but in particular groups identified from data as requiring additional support to raise engagement, achievement and attainment. These workshops contribute towards our memory making curriculum for all pupils. Furthermore, the annual workshops culminate in a whole school art exhibition, set up by both staff and pupils for parents, carers and the whole school community to attend.

Our curriculum and CPD training and resources support teachers. Videos for both staff and pupils created by subject specialists help staff and pupils to see art techniques modelled by experts, to ensure the delivery of Art at Roebuck Academy is consistently of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include guidance for adaptations for supporting pupils working towards and beyond the expected standard. Examples of outcomes by pupils to provide a model which supports and makes visible possible high-quality outcomes. The scheme of work which we follow, has been created with every effort to ensure that staff feel supported to deliver lessons of a high standard that ensure pupil progression. In addition to this, staff members and leaders provide support through the creation of staff training sessions and resources, professional conversations, modelling, and the provision and collation of high-quality examples of outcomes.

Differentiation

In Art and Design, we provide open-ended tasks that have a variety of responses. Children are challenged through tasks with increasing difficulty and challenging resources. Differentiated resources such as 'attention grabber starters', 'widget and ARTiculate wordbanks' and 'greater depth challenges' bespoke to our school, have been created by subject leads and developed further by teaching staff across Years 1- 6 to not only support the knowledge and skills in Art and Design lessons but also to support oracy, reading and writing development. Success criteria are referred to throughout lessons to support pupils to understand the progress of their learning, carry out self and peer evaluation of outcomes and identify next steps in their learning. We see the value of art in helping all children, whatever their ability, to express themselves visually and articulately.

Assessment

At Key Stage 1 and Key Stage 2 we assess children's work in Art and Design by making informal judgements as we observe during lessons. Teachers complete an assessment document in each lesson so that they are aware of the children who have not achieved the learning objective and those that are working at a greater depth. Assessment guidance is provided with every lesson for each Art and Design unit of study. This, as well as the summary judgement in relation to the National Curriculum, helps to form the assessment for each topic. The teacher records the attainment grades on Sonar. We use these grades as the basis for assessing the progress of each child and we pass this information on to the next teacher at the end of the year.

EYFS

We encourage creative work in the EYFS classes. We relate the creative development of the children to the objectives set out in the EYFS document, which underpin the curriculum planning for children aged 0 to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment within which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

In expressive arts and design in nursery children are given the opportunity to:

- Explore materials and develop ideas about what they want to make
- Decide what materials to use to express their ideas
- Explore textures and join materials
- Create closed shapes with continuous lines to represent objects
- Draw a face using a circle
- Show emotions in their drawings
- Explore colour and colour mixing

In addition to these opportunities, reception children are given the opportunity to

- Explore and refine artistic effects
- Discuss problems and how to reach their aims
- Use features of the natural world to develop colour shape and texture.
- Throughout child initiated time pupils have been observed accessing the following opportunities are daily both inside and outside:
- Junk modelling
- Loose parts
- Construction
- Mark making
- Painting
- Collage
- Large scale art
- Woodwork – sculpture

Impact

- Subject leaders carry out book looks, learning walks, gathered staff, pupil and parent voice and use this to plan and deliver CPD.
- Subject leaders have devised and implemented a bespoke format for the development of sketchbooks to support staff subject knowledge and confidence and support pupils to know, remember and do more.
- Staff, pupil and parent voice gathered is used to assess and provide evidence of impact and guide future actions in relation to the development of the Art and Design curriculum and enrichment opportunities.
- The subject leads identify up to date guidance and the best resources to support teacher knowledge.
- External advice is sought through local network meetings with professionals from other schools and external organisations.
- Our annual focus week for Art includes three workshops led by staff and a professional artist and which has been highly beneficial for supporting pupils and staff CPD.
- Leaders provide staff updates after attending subject leader cluster meetings. Advice, competitions and projects from communications received from Stevenage Creative Network, visiting professional artists, the Arts council and Royal Opera House and enrichment providers are shared with staff.
- Roebuck Academy engages in the Artsmark Award accredited by Arts Council England which supports schools to develop and celebrate arts and cultural education, putting creativity and wellbeing at the heart of the curriculum and has been awarded the highest level Platinum Artsmark award twice.

- The Art and Design Subject Leaders create and provide an annual summary report which includes analysis of data, review of actions and impact and evaluates strengths and areas for further improvement.

Resources

All classrooms have a range of basic resources with specialised equipment stored centrally.

Display

Art and Design outcomes created across the school are celebrated and displayed within discrete and communal areas within interior and exterior areas of the school as well as forming whole school exhibitions, galleries and installations. Art and Design outcomes from across the school are also celebrated and displayed at internationally renowned festival events, external regional and local competitions, local press publications, Stevenage Creative Network publications, local businesses and organisations, collaborative project installations and permanent public galleries within the local area.

Date: Autumn 2025

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