

# Art and Design Policy





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# **Art and Design**

# **Policy**

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### 1. Statement of Intent

## **Art and Design Curriculum:**

At St. Peter's, we value Art and Design as an important part of children's entitlement to a broad and balanced curriculum. Our curriculum provides our children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Art and Design embodies some of the highest forms of human creativity. A high-quality Art and Design curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our curriculum has appropriate subject knowledge, skills and understanding to explore, investigate, create and evaluate artwork, as set out in the National Curriculum. Our art curriculum is planned out progressively, which enables pupils to reach and exceed their potential.

At St. Peter's, we believe that God created all beauty, and that the subject of Art enables us to express something of God's creativity and beauty. Children develop an understanding that religious beliefs can be expressed through Art. Through a range of Art & Design experiences, children are able to express themselves and their Christian faith.

## **2. Legal Framework**

**2.1** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Art and Design: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
- Equality Act 2010

**2.2** This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Primary Assessment Policy
- SEND Policy

## **3. Roles and Responsibilities**

**3.1** The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for Art and Design.
- Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of Art and Design, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in Art and Design.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.

- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of Art and Design to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in Art and Design.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Art and Design to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Art and Design in subsequent years.

### 3.2 The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' Art and Design skills, with due regard to the National Curriculum.
- Planning lessons effectively, using the school's chosen scheme of work and ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Sharing and displaying pupils' work in a way that enhances the learning environment and promotes a variety of media and materials.
- Liaising with the subject leader about key units of work, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach Art and Design.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

### 3.3 The SENCO is responsible for:

- Liaising with the subject leader to implement and develop specialist Art and Design based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of Art and Design in pupils' learning support plans (LSPs).
- Advising staff on the use of TAs to meet pupils' needs.

## 6 4. Curriculum Objectives

#### **4.1 The Art and Design curriculum will allow pupils to:**

- Show development within art work.
- Experiment with a range of media and materials; becoming familiar with their uses and confident with choosing and using them.
- Work with a range of size and scales as well as 2D and 3D creations.
- Understand and develop a use of language when expressing opinions of their own art work, as well as the work of others.
- Learn about and use the seven elements of art, including line, shape, texture, form, space, colour and value.
- Record observations and experimentation in sketchbooks.
- Evaluate and discuss the outcome of work; recognising their successes as well as areas of development.
- Learn about and recognise different approaches taken by artists in their work.
- Learn about and appreciate that art differs from culture to culture and reflects the time in which it was produced.
- Use media and materials to express themselves and the world in which they live.

### **7 5. Subject Content**

#### **5.1 Foundation Stage:**

All pupils in the EYFS are taught Art and Design as an integral part of the play-based learning covered during the academic year.

All Art and Design objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory framework for the Early Years Foundation Stage':

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Art and Design curriculum in EYFS focuses on the specific areas of expressive arts and design and being imaginative.

Pupils will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture, form and function.
- Represent their own feelings through art and design.

## 5.2 EYFS End Point:

By the end of Foundation 2, pupils will have safely explored and used a variety of tools, techniques and materials. They will have learnt about how to use and combine media and materials and represented their own thoughts, feelings and ideas through discussions, drawings and models. This will prepare children to readily access the KS1 curriculum.

## 5.3 Key Stage 1:

Key Stage 1 pupils will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space.
- 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.

## 5.4 KS1 End Point:

By the end of Key Stage 1, pupils will be taught the knowledge, understanding and skills needed to support them through the Art and Design curriculum. Pupils will have had opportunities to record experiences and observations, started to explore media and materials and their properties; begun to develop art appreciation language, through analysing the work of great artists, craft makers and designers. This will enable pupils to move into KS2 with strong, basic skills, ready to develop sketchbook work and art appreciation further.

## 5.5 Key Stage 2:

Key Stage 2 pupils will be taught:

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- About great artists, architects and designers in history.

## 5.6 KS2 End Point:

By the end of Key Stage 2, pupils will have developed artistic techniques, including control and creativity, as well as experimenting with a range of media and materials, with increasing awareness of a range of art, craft and design, which will prepare them for Key Stage 3 Art and Design.

## 6. Equal Opportunities

- 7.1 We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our Equal Opportunities Policy ensures all pupils are able to achieve their potential in all areas of the curriculum.
- 7.2 In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the Art and Design curriculum is differentiated for these pupils, in line with the school's SEND Policy.
- 7.3 The planning and organising of teaching strategies for Art and Design will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage.
- 7.4 The school aims to maximise the use and benefits of Art and Design as one of many resources to enable all pupils to achieve their full potential.

## 8 7. Cross Curricular Opportunities

### 7.1 English:

Art and Design enhances English by giving pupils opportunities to:

- Ask and answer questions about the starting points of work.
- Compare ideas, methods and approaches in their work.
- Share ideas with their classmates, through presentations and discussions.
- Use artwork as a stimulus for creative writing.
- Use illustrations to create comic strips.
- Write information texts about artists and designers.

### 7.2 Mathematics:

Art and Design enhances Mathematics by giving pupils opportunities to:

- Explore shape, space and measurement when working with a range of sizes, scales and 2D or 3D forms.
- Explore and create patterns.
- Learn about proportions and perspective.
- Explore tessellation.
- Measure and draw (rulers, protractors and compasses).
- Recognise and understand symmetry.
- Use rotation and reflection to create artwork.

### 7.3 Computing:

Art and Design enhances Computing by giving pupils opportunities to:

- Use digital text and graphics within their work.
- Take photographs to help order the main stages of making.
- Use technology for research about famous artists and designers.
- Explore shape, colour and pattern within their work.
- Collect visual information to help develop ideas.
- Record observations and manipulate them through editing or software.

## 7.4 Design and Technology:

Art and Design enhances Design and Technology by giving pupils opportunities to:

- Use colour, pattern, line, shape and texture.
- Use and develop drawing skills when designing.
- Explore a range of media and materials creatively.
- Investigate aesthetic and functional qualities of fabrics and use colour and pattern appropriately.
- Use and explore a range of tools, equipment and decorative techniques.
- Develop sketching techniques to share ideas.
- Learn about the importance of aesthetics.
- Learn about the influence of art movements.

## 7.5 Geography:

Art and Design enhances Geography by giving pupils opportunities to:

- Look at landscape artwork and identify human and physical features.
- Learn about how we represent and conceptualise our world through exploring and creating maps.

## 7.6 Science:

Art and Design enhances Science by giving pupils opportunities to:

- Look at and explore patterns and texture within nature.
- Investigate human proportions (portraits and figure drawings).

## 7.7 History:

Art and Design enhances History by giving pupils opportunities to:

- Investigate art from the past and present; look at how artwork has developed over time.
- Use a timeline to place artwork in chronological order.
- Learn about great artists and designers.
- Learn about how art has been and can be used as propaganda.
- Explore how we find out about ancient civilisations, through prehistoric art, patterns, paintings and pottery.

## 7.8 PHSE:

Art and Design enhances PHSE by giving pupils opportunities to:

- Discuss feelings and opinions about their own artwork and the work of others.
- Respect and value the work and opinion of others.

## 7.9 SMSC:

Art and Design enhances SMSC through:

- Working collaboratively on art projects.
- Being respectful towards each other's ideas and abilities.
- Learning from each other and sharing ideas, thoughts and feelings.
- Developing an appreciation of different times, cultures and religions through the work of famous artists.

## 7.10 Religious Education:

Art and Design enhances Religious Education by giving pupils opportunities to:

- Explore who we are and what we see around us; individual uniqueness.
- Learn about the wonder and beauty of nature.
- Explore how religions express meaning through art.
- Learn about the importance of art for story-telling (stained glass windows, carvings etc.).

#### 7.11 Music:

Art and Design enhances Music by giving pupils opportunities to:

- Explore rhythm and movement – symphonic drawing.
- Discover musical artwork (album covers).
- Use artwork as a stimulus for a musical creation such as a song, poetry or piece of music.
- Use pictures as a way of exploring composition.

## 9 8. Health and Safety

- 8.1 Pupils are allowed access to a wide range of materials in Art and Design to maximise their learning experience; however, health and safety concerns are inherent with this subject, including storing materials and tools, and the use of equipment.
- 8.2 PPE, such as gloves, eye protection and aprons, is made available to all pupils and teachers where required.
- 8.3 Risk assessments are required and will be assessed by the classroom teacher and subject leader before lessons, and relevant PPE will be compulsory based on their decisions. (Risk Assessments can be found through the CLEAPSS website and can be adapted to suit the school and activity.)
- 8.4 Tools and equipment will be checked before the start of every lesson by the teacher.
- 8.5 Pupils will be taught to use tools and equipment properly by the teacher before use.
- 8.6 All tools and equipment are kept in a locked store cupboard.

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## 11 9. Teaching and Learning

- 9.1 Art and Design lessons are delivered each term for pupils in KS1 and KS2. It is down to the discretion of the class teacher if the lessons are taught in block sessions or weekly.
- 9.2 The school uses a variety of teaching and learning styles in Art and Design lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 9.3 Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.
- 9.4 Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing work and evaluating these.

**9.5**The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to the ideas of others and treating these with respect.

**9.6** Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge – revisiting prior learning.
- Promoting active learning.
- Inspiring, exciting and motivating pupils to know more.

**9.7** Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils.
- Providing a meaningful context and clear purpose when assigning tasks.
- Allowing children to explore and experiment with media, materials, tools and equipment.
- Ensuring tasks are built on skills and understanding.

**9.8**The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of creative and innovative responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, allowing challenge for all.
- Utilising support staff to ensure that pupils are effectively supported.

## 9.9 Evidencing Learning

Work can be evidenced through the following:

- Photographs
- Videos
- Displays
- Sketchbooks
- Notes; discussion points on post-it notes can be kept in the class floor book
- Class blog / social media page

**9.10** Evidencing work is essential as it is a record of individual pupils' experiences and ideas throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes.

## 9.11 Sketchbooks

As part of the Art and Design curriculum, pupils are provided with a sketchbook in order for them to explore media and materials, record observations and experiences and experiment with mark making, colour mixing, pattern work and other techniques. Pupils will be encouraged to represent and express their thoughts, feelings and opinions within their sketchbook. Pupils receive a sketchbook at the beginning of KS2 (Year 3) and take their sketchbook with them through KS2 as a way to document their art journey.

## 9.12 Displays

- Displays of work are used to celebrate achievement and support teaching and learning.
- The school promotes displays of work in classrooms and corridors to influence how pupils feel about their environment, promote high expectations and raise self-esteem.
- Displays are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the school and respond to pupils' interests.

- A virtual display can be used on the school website to promote learning throughout the school.

## **12 10. Planning**

- 10.1** Planning of the Art and Design curriculum is focussed on creating opportunities for pupils to:
- Work with a range of media and materials.
  - Explore ideas and record experiences.
  - Develop key competencies such as team-work.
  - Learn about and follow health and safety rules.
  - Think creatively.
  - Record ideas through sketches and mark making.
  - Appreciate and understand the work of artists and designers.
  - Learn how to evaluate and analyse the art work of others.
  - See that Art and Design is a valued subject, an essential part of life and the future.
- 10.2** The school creates long-term, medium-term and short-term plans for the delivery of the Art and Design curriculum – these are as follows:
- Long-term: includes the aspects of Art and Design studied in each term
  - Medium-term: includes the details of work studied each term
  - Short-term: includes the details of work studied during each lesson
- 10.3** The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 10.4** Class teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 10.5** All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 10.6** Issues of health and safety are addressed in the planning and delivery of the Art and Design curriculum.
- 10.7** Class teachers will use the key learning content in the DfE's statutory guidance 'Art and Design programmes of study: key stages 1 and 2'. (The National Curriculum)
- 10.8** Long-term planning will be used to outline the aspects of Art and Design to be taught within each year group.
- 10.9** Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for writing and assessment.
- 10.10** Medium-term plans will identify learning objectives, main learning activities. Opportunities for revisiting prior learning will also be identified.
- 10.11** Medium-term plans will be shared with the subject leader to ensure there is clear progression between years.
- 10.12** Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria and the aims of the next lesson.
- 10.13** All lessons will have clear learning intentions, or inquiry questions which are shared and reviewed with pupils.

## **13 11. Assessment and Reporting**

- 11.1 Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.
- 11.2 By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study.
- 11.3 An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five. This will include reporting on characteristics of effective learning.
- 11.4 The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the Early Years Foundation Stage'.
- 11.5 The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the National Curriculum.
- 11.6 Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 11.7 Assessment will be undertaken in various forms, including the following:
- Questioning
  - Discussions
  - Marking work
  - Pupils' self-evaluation of their work
- 11.8 Teachers will also assess pupils through their:
- Knowledge of tools, materials and equipment.
  - Ability to record and communicate their design ideas in a clear manner.
  - Personal qualities and attitudes towards their work.
  - Ability to explain what they have created and how.
  - Ability to use tools and materials safely and effectively.
  - Ability to evaluate their work and the work of others.
- 11.9 Formative assessment, which is carried out informally throughout the year, will be used to identify pupils' understanding of subjects and inform lesson planning.
- 11.10 End-of-year assessments will be passed to relevant members of staff, such as the subject leader and future teachers, in order to demonstrate where pupils are at a given point in time.
- 11.11 Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum and record assessments using the school tracking system.
- 11.12 Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' attitudes towards Art and Design, their understanding of the design process and knowledge of health and safety within the subject.
- 11.13 Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.
- 11.14 The progress of pupils with SEND will be monitored by the SENCO.

## **14 12. Resources**

- 12.1 The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- 12.2 The school library contains resources and topic books to support pupils' research.
- 12.3 The subject leader shares appropriate resources, including websites with class teachers.
- 12.4 The Art and Design budget covers the cost of materials and replacement tools. Class teachers are required to maintain the tools and equipment used.
- 12.5 Class teachers are responsible for informing the Art and Design leader if certain equipment is needed a term prior to teaching the project, to give adequate time for resources to be ordered if required.
- 12.6 Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.
- 12.7 At the start/end of each school year, the subject leader will work with the head teacher to assess the school's Art equipment, materials and media to ensure there is sufficient equipment for pupils

## **15 13. Monitoring and Review**

- 13.1 The subject leader will monitor Art and Design through learning walks, work samples and pupil voice and report to the headteacher and members of the SLT.
- 13.2 The subject leader will write an action plan at the beginning of each academic year and review the progress at three points: Autumn 2, Spring 2, Summer 2.
- 13.3 The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.
- 13.4 This policy will be reviewed every two years by the subject leader and headteacher.
- 13.5 Any changes made to this policy will be communicated to all members of staff.
- 13.6 All members of staff directly involved with teaching Art and Design are required to familiarise themselves with this policy.
- 13.7 The next scheduled review date for this policy is 2024.