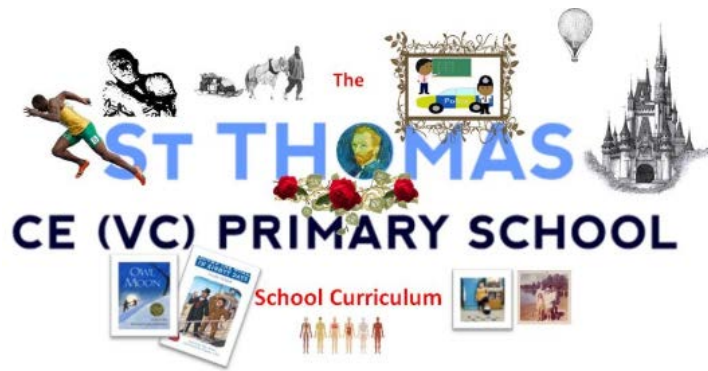


St Thomas CE (VC) Primary School



Art and Design Policy

Policy Reviewed on:	December 2021
Policy to be reviewed on:	April 2024



Art

Subject Policy

Art and Design at St Thomas CE (VC) Primary School

“Every child is an artist; the problem is how to remain an artist once we grow up.”

Pablo Picasso

Intent:

At St Thomas we are committed to providing all children with learning opportunities which stimulates Art, craft and design creativity and imagination. We aim to provide visual, tactile and sensory experiences and a unique way of understanding and responding to the world. The purpose of Art and Design education is to encourage pupils to use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

In our school, the curriculum is based on the:

DfE Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

During the Foundation Stage, pupils will explore and use a variety of media and materials through a combination of child initiated and adult directed activities. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working. The curriculum should provide rigorous exploration of artists, ideas and skills, and an understanding of an artist's purpose and how they have used formal elements to communicate with the viewer. Through research, experimentation and analysis children should develop their own ideas and creativity.

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, both inside and outside, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose.
- Develop skills to use simple tools and techniques competently and appropriately.
- Select appropriate media and techniques and adapt their work where necessary.
- Feel secure to try new experiences and feel confident to express creative ideas with all of their senses.

During Key Stage 1, our pupils will:

- Develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes.
- Learn about the role of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Begin to understand colour, shape, space, pattern and texture and use them to develop their ideas – try things out and change their mind.
- Experiment with a range of drawing media and explore ideas from first-hand observations.
- Use a simple graphics package to create images and effects.
- Review what they and others have done and say what they think and feel about it.

During Key Stage 2, our pupils will:

- Use their developing creativity and imagination to question and make thoughtful observations about starting points and select ideas in their work.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Build on their skills and improve their control of materials, tools and techniques.

- Compare ideas, methods and approaches in their own and others' work and say what they say and feel about them. Adapt their work and describe how they might develop it further.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Experiment with ways in which surface detail can be added to drawings.
- Use sketch books to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.
- Record, collect and present recorded visual information using digital cameras and video recorders. Use a graphics package to create images and effects.

Programme of Study

Expressive Arts and Design is outlined in the 'Development Matters' document. Children strive to achieve the Early Learning Goal for Exploring and Using Media and Materials and Being Imaginative. This requires children to express new ideas with all of their senses.

They encounter experiences and resources that stimulate their curiosity and when given opportunities to put together and take apart ideas, materials and experiences. Children are given opportunities to explore colour, texture, shape and form in two and three dimensions. They work creatively on a large and small scale. Pupils make constructions, collages, paintings and drawings using or combining a variety of tools and media. They explore what happens when they mix colours and choose particular colours for a purpose. Children experiment to create different textures. They need to feel confident and safe enough to take risks, make mistakes and be adventurous in their creative pursuits.

National Curriculum at Key Stage 1

Pupils should be taught:

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

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Impact:

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for learning strategies are used to assess the children's knowledge, understanding and creative skills. We measure the impact of our curriculum through the following methods:

- Observation of the children's work during lessons to assess student's capacity to learn about and observe the world in which they live.
- Using feedback from peers or teachers and self-assessment done to analyse and reflect upon student's progress.
- Using planning to link formal elements of art and design to pupil's outcomes from progression skills documents in the following four areas: generating ideas, making, knowledge and evaluation.
- peer marking – the children regularly peer mark and are encouraged to comment on

Leadership and Management

The subject leader's role is to empower colleagues to teach art and design to a high standard and support staff in the following ways:

- Leading by example and modelling skills for progression and providing opportunities for staff to develop their skills, sharing research, documentation, examples of work and planning and CPD for self and staff.
- Having knowledge of skills and formal elements of Art and Design in order to support others or know where to guide them for more support.
- Monitoring expectations and provision across the school through displays, looking at work created, checking planning and sketchbooks.
- Support planning through progression documents, with planning meetings and staff audits (follow up with CPD).

Monitoring and Evaluation

Through regular monitoring of Art and Design the curriculum provides children with engaging and creative lessons that are appropriate to the national curriculum and skills progression within school. The **Early Years showcase** children's creative pieces through displays, See Saw and floor books. **Key Stage 1 and 2**, each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, classroom displays, teacher planning and lesson observations. In addition we:

- Assess children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Partnerships with Parents

Throughout the school year there are varied opportunities for parents to be involved in children's learning from homework based on the curriculum to school trips and extra-curricular activities. Throughout school, work is shared with parents via See Saw. Half Termly homework based on the curriculum topic is set from

Nursery through to Year 6 which provides parents the opportunity to support pupils at home. There are many opportunities to celebrate the success through Good Work, merits and texts sent home and the opportunity to exhibit and showcase work created at school with families. Through the curriculum provided in school and these opportunities we aim to encourage open minded, creative, critical, reflective thinkers who have the skills, courage and confidence to discover the world around them.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

-Quentin Blake, Children’s Laureate

Management of the policy

Policy created by Mrs Sloan. To be reviewed 2024.