



# Art Policy

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In our school our Christian vision shapes all we do.

St Mary's CE (Aided) Primary School is:

'A Christ-centred school, with a child centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community.

We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world.

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## Our Vision

At St. Mary's we want our pupils to develop a passion for learning, a love for life and all the experiences that are part of life's journey. We encourage and facilitate pupils taking pride in success and achievement. We want our pupils to embrace the future with hope, faith, confidence and compassion. This is why St Mary's is a Christ-centred school with a child-centred curriculum.

## **Intent**

Art, craft and design is an important National Curriculum foundation subject, it embodies 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. At St Mary's we aim to enable children to develop key skills using specific media. The importance of Art is evident through our yearly 'Art Week', in which we plan and deliver skills focusing on a particular skill or aspect of art, throughout the school. We enable our children to be confident approaching artwork and to feel a strong sense of achievement, value the impact of art within our own lives and reach their full potential.

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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Implementation**

The teaching and implementation of the Art and Design Curriculum at St Mary's is based on the National Curriculum and linked to topic taught and is cross curricular, ensuring a well-structured approach to this creative subject. Areas covered include sculpture, mosaics, printing based on topic work, Christian art and symbols, painting, pointillism, and the works of the Impressionist artists. More detail can be found in our Long Term plan.

The works of famous local, national and international artists are explored to enhance the children's learning.

The children's learning is further enhanced with a whole school 'Art Week' in the summer term where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

## **EYFS**

Pupils explore and use a variety of media and materials through a combination of child-initiated and adult-directed activities. 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

### **Key Stage 1**

Pupils are 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 are 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.

## **CURRICULUM PLANNING**

We use the National Curriculum as the basis for our curriculum planning in Art and DT. We carry out the curriculum planning in Art and DT in three phases: short term, medium-term and long term. Our long-term plans identify the themes covered each term over an academic year. Because of the cross-curricular links between Art, Design and Design Technology and the increasing demands for curriculum time, the two subjects are taught and assessed individually but have been merged under one umbrella; they are generally allocated curriculum time on an alternating basis. Our medium-term plans give details of each unit of work for each term. These plans define what



we will teach and ensure an appropriate balance and distribution of work across each term. The art and design and DT subject leader is responsible for keeping and reviewing these plans.

We plan the activities in Art and DT so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

## **CROSS-CURRICULAR LINKS**

Contribution of art and design to teaching in other curriculum areas

### English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate (see LTP's for ICT). Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

### Relationship and Health Education (RHE)

Art and design contributes to the teaching of some elements of relationship and health education. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

### Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their



own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

## **Knowledge**

An art curriculum that just focuses on the history of art and art facts more than experimenting and acquiring the skills would be devoid of the creation stage; however, producing art alone would lack the essential opportunities to learn about how art has been produced throughout the ages. It is for this reason that the art curriculum at St Mary's affords its children the opportunities to learn about artworks, to discuss artwork (for example colour theories, interpretation of expression to name but a few) and to also create artwork. It is through marrying all of these aspects of art together that children can be at their most creative and achieve success. Children are encouraged to interpret and learn the stories that works of art tell, learn how to be 'art detectives' and use the 'clues' present in the details of many great artworks. All planning is linked to the National Curriculum.

## **Skills**

The skills and subject area breakdown detailed in the LTP are colour coded to enable an 'at a glance' view within the planning for the academic year across the year groups. The progression in exploring and developing ideas and evaluating and developing work is detailed separately at the beginning of the breakdown.

## **Progression of Skills Knowledge and Vocabulary Grid**

The 'Progression of Skills Knowledge and Vocabulary Grid' is used in conjunction with the LTP to ensure that the children at St Mary's are obtaining the best education in the field of art and DT. This enables teachers to see the coverage necessary to challenge children, the vocabulary that is appropriate, where the children were previously in their learning journey and where they are headed, across all the year groups.

## **Teaching and Learning Styles**

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods,



and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

### **Resources**

There is a wide range of resources to support the teaching of art and DT. All classrooms have basic, disposable materials and these are replenished each year out of the art budget. Specialist materials and equipment are stored in the resource room off of the main hall. Year group teachers are responsible for letting the subject coordinator know when they need particular resources for teaching that are not already sourced in order for such resources to be ordered.

### **Sequence of Teaching**

Every year group’s units of work must include:

Teaching Sequence in art and DT	Big Picture: Start with what the children know, understand, are able to do and able to say. Review: Revisit previous learning.
	Provide information about the art skill, artists, art history.
	Specify key vocabulary to be used and its meaning.
	Provide opportunities for the children to experiment creatively.
	Evaluating and developing work.

The sequence of the important aspects of art and DT shown below can be taught in any order:

### **Creativity**

Creativity is an obvious but extremely important skill gained from art education

### Observation

Observations and studies of great artists should be balanced with contemporary artists.

### Self-expression

Traditional skills should be balanced with experimentation to promote individuality.

### Focus

Quiet reflective study should also be balanced with more chaotic, dynamic work, so that there can be an understanding that chaotic work can be productive for some artists.

### Discipline and perseverance

Children should be taught that in art and DT, reworking over art work to create a journey of continued improvement is an essential part of that journey.

### Collaboration

There should be a balance of individual work and collaboration with peers.

### Risk-taking

Children should have the balance of how it feels to play it safe and to take creative risks in their work.

## **Inclusivity and Special Educational Needs**

All learners will be given equal opportunities to access art. Planning will reflect the varying needs of all children in the class. They will be supported and challenged through differentiation. Where possible, the diverse society in which we live will be reflected in the teaching and learning of this subject. Wherever appropriate, work in art and design takes into account the targets set for individual children in their Individual Education Plans (IEPs).

### **Impact**

Ongoing assessments take place throughout the year via formative and summative assessment. Children's progress is tracked on an assessment grid linked to skills and achievements outlined in the National Curriculum. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Understanding where the children are with their progress informs future planning and the subsequent teaching can then address any trends or gaps in attainment. Children in Foundation Stage are assessed within Expressive Art and DT and their progress is tracked termly using the 2Simple tracker system.



## **Expectations and Non-negotiables**

Art and DT is delivered on a termly basis, linked to topic and as much as possible linked to other areas of the curriculum, with an hour taught on a weekly basis.

Sketch books will record children's observations which will be used to help children to review and revisit ideas (in EYFS this will also be work collated into each child's folder and recorded on 2Simple).

Children will understand that 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) that artworks are to be continually worked on as a work in progress until the goal or success criteria for that child has been achieved.

## **Assessment and Recording**

We assess the children's work in art and design whilst observing them working during lessons. Teachers assess the progress made by children against the learning objectives for their lessons. At the end of each academic year we make a judgement and record each child's progress against the National Curriculum levels of attainment. This information is used to plan future work as well as forming part of the annual report to parents.

Each year group has a curriculum portfolio containing either direct or photographic examples of children's art-work. This demonstrates what the expected level of achievement is in art and design each year of the school. The art coordinator reviews individual evidence of children's work against internal evaluation criteria and the national exemplification material produced by the QCA and the DfEE.

## **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design co-ordinator undertakes an annual audit of the Art curriculum. This results in the production of a one year action plan which aims to further improve the quality of the art curriculum. A small amount of directed time has been allocated to enable the curriculum co-ordinator to review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.

