



Art and Design Policy

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1. Policy Aims

This Art and Design Policy aims to:

- › Ensure consistency in the approach to the teaching of Art and Design across school
- › Set out expectations for all members of the St John's community with regards to Art and Design

2. Intent and Priorities.

Intent

At St John's we strive to enable our children to confidently express themselves creatively by looking at the world they are living in as well as delving into their imaginations and providing opportunities for individual, group and whole school projects.

We will introduce them to a wide range of artists and techniques from different periods and cultures, creating cross curricular links where appropriate. We will take inspiration for our own art work from the very earliest artists to those who have shaped different eras and many styles in-between. Our young artists will be encouraged to discuss the work of others and share their own opinions, and whilst experiencing a wide range of different media and learning a breadth of skills and techniques, they will develop their own style, and mould the artist hiding within each and every one of them.

Priorities

- To allow our children to experience and investigate a wide range of art resources.
- To develop a progressive bank of skills and techniques and an understanding of how art has influenced different styles, eras and cultures.
- To foster a love of art that generates the confidence to express themselves creatively and artistically.

3. Aims and objectives

The aims and objectives of the subject are as follows.

- To enable our young artists to produce creative work, recording experiences, exploring their ideas and expressing themselves artistically.
- To allow opportunities to develop skills and techniques over time which will enable them to become proficient and drawing and painting, collage and sculpture, printing and textiles.
- To introduce the children to artists, craft makers and designers and discuss their influence in different time periods and cultures.
- To encourage an ability to evaluate and analyse their own creative work and that of other children and artists, designers and craft makers using appropriate vocabulary.

4. Implementation and impact

Implementation

Our primary aim through our Art and Design curriculum, and its implementation, is to develop skills, techniques, knowledge and understanding, often with a final piece showcasing these. Art and Design is usually planned to further enhance part of the wider curriculum. This may be by relating the work to a book which has been read, or learning within History, Geography or Science for example, but inspiration can come in many forms. Work will sometimes be undertaken in small groups or as a collaboration towards a whole class project as well as independently, and children will be given the opportunity to work on a small and large scale. As our children progress through school they will be introduced to different artists and art styles and our young artists will be encouraged to discuss the work of others and share their own opinions, making links and often taking these artists and styles as inspiration for their own work.

There is a skills progression ladder in place which is intended to be a progressive development of skills in relation to the formal elements of art (line, tone, shape and form, texture, colour, pattern, perspective) through the medium being used (drawing, painting, collage, sculpture/ 3d, printing, textiles).

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning

opportunities for all children to enable them to progress. The acquisition of skills will be assessed rather than the artistic quality of the showcase piece, and success will be celebrated whilst also considering how improvements could be made.

Impact

Children will acquire a wide range of skills, techniques and knowledge that will enable them to confidently express themselves creatively. They will begin to gain an understanding of how the work of others has influenced the past and is still impacting on the present.

5. Roles and Responsibilities

Subject Lead

It is the responsibility of the Art and Design subject leader:

- to develop, implement and review an action plan for Art and Design;
- to monitor Art and Design throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to ensure the progression of skills and techniques across the key stages, evaluating and reviewing the proficiency ladders to enable pupils to progress in the subject;
- to monitor resources needed to deliver the curriculum.

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 subject leader. The work of the subject leader also involves supporting colleagues in their teaching, providing support for individuals or the whole staff as and when it is required and providing a strategic lead and direction for Art and Design at St John's.

Teachers

It is the responsibility of class teachers to ensure the high quality teaching of Art and Design within their classroom. The skills ladder should be used to inform planning and ensure that all objectives are being met for their cohort. Children's prior learning should be taken into consideration in order to correctly plan for next steps to ensure progression is made.

Teachers are also responsible for ensuring that any equipment and resources required for lessons are sourced/ ordered (via the coordinator if necessary) and available for their lessons. Teachers should ensure that these resources are used appropriately and responsibly by their cohort and that any shared resources are returned.

Senior Lead

It is the responsibility of the Senior Leaders to support teaching staff and phase leads with the implementation and monitoring of Art and Design across the school. They should hold teachers accountable within the teaching and assessment of Art and Design

6. Art and Design curriculum planning

Art and Design is a foundation subject within the National Curriculum. It is usually planned to further enhance part of the wider curriculum. This may be by relating the work to a book which has been read, or learning within History, Geography or Science for example, but inspiration can come in many forms. Planning is split into two phases, long term and medium term.

Long Term Planning

Our long term planning takes its routes from the National Curriculum. A skills ladder has been developed to allow a progressive approach to the acquisition of skills, techniques, knowledge and understanding within Art and Design.

Medium Term Planning

Medium term planning is usually interwoven into topic planning or as a block of work linked to other foundation subjects.

Foundation stage

The EYFS will foster curiosity and encourage investigation and experimentation as part of the development of skills, techniques, knowledge and understanding that help foundation children make sense of their world. This learning forms the foundations for later work in Art and Design.

These early experiences include investigating and using a wide range of art resources independently as well as being taught specific skills, techniques and knowledge. Opportunities will be provided to develop fine motor skills and to encourage exploration, observation and discussion.

These Early Learning Goals are linked to development in Art and Design,

Expressive Arts and Design: Creating with Materials

- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
- *Share their creations, explaining the process they have used.*

Physical Development: Fine Motor skills

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.*
- *Use a range of small tools, including scissors, paintbrushes and cutlery.*
- *Begin to show accuracy and care when drawing.*

Understanding the World: The Natural World

- *Explore the natural world around them, making observations and drawing pictures of animals and plants.*

Key Stage One

Through the continuous provision within KS1, the children will have access daily to a wide range of art materials, including dough, which will enable them *“to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.” (NC)*

Through more direct whole class teaching and subsequent focused tasks aimed at smaller groups, pairs or individuals, as well as independent exploration, the children will learn *“about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and*

making links to their own work.” (NC)

By following our school’s Art and Design skills ladders, which has been developed to ensure progression, staff will enable our children *“to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.” (NC)*

Key Stage Two

Art and Design within KS2 is more likely to be undertaken through whole class teaching, either over a period of a few weeks or as a more focussed block.

Children will continue to progressively develop skills, techniques, knowledge and understanding and will now begin *“to create sketch books to record their observations and use them to review and revisit ideas.” (NC)*

They will continue to learn *“about great artists, architects and designers in history” (NC)* as well as those who are more modern or lesser known.

By continuing to follow the skills ladders children will continue *“to improve their mastery of art and design techniques, including drawing, painting and sculpture with a wide range of materials.” (NC)*

These quotes have been taken directly from the National Curriculum for KS1 and KS2 and underpin our approach to Art and Design at St Johns’.

7. Links with other policies

English

Many aspects of Art and Design will give children the opportunity to use the skills that they are developing within English. Children will develop oracy skills and build their artistic vocabulary whilst discussing their work and the work of others and the skills of reading, writing, speaking and listening will be actively promoted whilst learning about the work of artists, craft makers or architects.

Maths

Many of the formal elements of Art and Design have links to maths and mathematical vocabulary and ideas.

- Line – considering length and width;
- Shape – looking at and creating 2 dimensional work;
- Form - looking at how to create 3 dimensional representations;
- Pattern – the opportunity to look at repeating patterns;
- Proportion and Perspective – considering size and scale

Spatial awareness also plays a key role in Art and Design when creating any piece of art work in any medium.

Science

Children will be developing their understanding of materials and processes whilst investigating the consistency of different paints for example and sometimes using investigations routed in science to inform their choices. Inspiration for artistic work may well be taken from nature.

History and Geography

Whilst learning about artists, craft makers and architects the children will be learning about where in the world these people are from and their place on a historical timeline (age appropriately). History and Geography topics may also form the inspiration for art work and further enhance these areas of the wider curriculum.

PSHE

Art and Design contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when using resources. Their work also encourages them to be responsible and to set targets to meet deadlines.

Spiritual, Moral, Social and Cultural Development

Through Art and Design we will promote social development, giving lots of opportunities for the children to work together. Children are also encouraged to discuss the work of others and share their own opinions, whilst developing respect and tolerance to the ideas, opinions and abilities of others. Cultural development will be promoted whilst learning about the lives of artists from other cultural backgrounds and historical eras and their influences on the wider world.

Resources

Our school has a wide range of resources that support the teaching of Art and Design. Larger, shared and more specialist resources can be found in the subject store cupboards located outside the library. Teachers should ensure that these resources are used appropriately and responsibly by their cohort and that any shared resources are returned. EYFS and KS1 have resources within their rooms which are available as part of continuous provision and KS2 have a range of basic class resources. These resources should be cared for and stored by teachers in their classroom.

The subject leader will support staff in ordering equipment but it is the responsibility of staff to inform the subject leader if any equipment needs replacing, replenishing or ordering to enable them to follow the curriculum.

Health and Safety

In this subject, the general teaching requirement for health and safety applies. We will teach our children how to follow proper procedures for handling tools and equipment safely and how to clear away practical materials responsibly. Children will wear protective clothing where appropriate and the use of tools and equipment will be closely supervised by teachers. If any resources become broken during use, the Art and Design leader should be informed as soon as possible.

8. Equal Opportunities in Art and Design

At St John's we teach Art and Design to all children, whatever their ability and individual need. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make good progress in Art and Design. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals and those learning English as an additional language, and we take all reasonable steps to achieve this. Intervention through SEND support will lead to the creation of an individual support plan for children with special educational needs if this is required. Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches – ensuring that children of all intelligences are given the opportunity to succeed and make progress;
- using appropriate assessment approaches;

9. Assessment and Recording

Teachers assess children's work in Art and Design by making assessments as they observe them working during lessons and assess the children's work against the learning objectives for that lesson giving verbal feedback to the child to help guide his or her progress. Children are also encouraged to evaluate their own work and consider ways in which it can be improved.

At the end of a unit of work, teachers assess whether the children have achieved the skills, knowledge and understanding that they expected and use these judgements to inform future work for the cohort, groups or individuals.

Examples of the work undertaken are shown in the 'floor books' and children in KS2 have sketch books

which document their journey. The subject leader also keeps some photographic evidence of the children's work in a portfolio to demonstrate the expected level of achievement in Art and Design throughout school.

Each child will also build a portfolio of self-portraits over their time in St John's by showcasing their drawing skills each year and thus showing their own progression over time.