



**ST PETER'S  
CHURCH of ENGLAND  
PRIMARY SCHOOL**

## **Art And Design Policy**

**Date of policy - September 2017**

## **Art And Design Policy**

### **Mission Statement**

In this distinctive, inclusive, Christian school, where everyone matters, we nurture and develop opportunities for life long learning. We come together in a vibrant, creative community that also develops our spiritual and cultural lives through:

- Love
- Trust
- Care
- Respect
- Joy

ensuring that everyone successfully achieves their full potential.

### **Aims and objectives**

The aim of the art and design here at St Peter's is to stimulate creativity and imagination. It provides visual, tactile and sensory experiences. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Art and design education should engage and inspire and challenge pupils. As the pupils progress they should be able to think critically and develop a more rigorous understanding of art and design. They should know how art and design both reflect and shape our history, contribute to our culture, creativity and wealth of our nation.

The aims of art and design are:

- 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 and design.
- Know about great artists, craft makers and understand the historical and cultural development of their art forms.

### **Teaching and Learning Styles**

A variety of teaching and learning styles are used in art and design lessons. Our 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. The teachers will provide a mixture of whole class teaching and individual/group activities. Teachers will

draw attention to good examples of individuals work as models for the other children. We will encourage the children to evaluate their own ideas/work and the work of others, and say what they think and feel about them. Within lesson we give children the opportunity 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.

### **Curriculum Planning**

Art and design is delivered through cross curricular topics designed to give coherence and context, covering the breadth of study for art and design as stated in the National Curriculum. Here at St Peter's, we have developed a progressive skills based curriculum based upon the National Curriculum Programmes of study. Skills are divided into;

- Drawing
- Painting
- 3D work
- Collage
- Printing
- Photography
- Textiles

### **Subject Content**

**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 and range of artists, craft makers and designers, describing the differences and similarities between different practices and principles 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 arts, craft and design.**

**Pupils should be taught**

- To create sketch books to record their observations and use them to review and revisit their ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

- About great artists, architects and designers in history.

We carry out curriculum planning in art and design in two phases (long term and medium term). The long term plan maps the art and design units covered in each term throughout each key stage and ensures an appropriate balance and distribution of work. The art and design subject leader works this plan out in conjunction with teaching colleagues in each year group.

Our medium term plans give details of the topic theme for each term. We identify the specific learning objectives in the guise of big questions and detail how the lessons are to be taught, differentiation as necessary, the skills to be taught alongside levels, learning outcomes and cross-curricular links for each topic as well as the provision for 'Gifted and Talented' pupils, the initial 'hook' and 'end of topic 'celebration'. The art and design subject leader reviews these plans on a regular basis. Because we have some mixed age classes some medium term planning is organised on a two year cycle. By doing so, we ensure that children have complete coverage of the National curriculum but do not have to repeat topics.

### **Foundation Stage**

We encourage creative work in the reception class, as this is part of the foundation stage curriculum. We relate the children's creative development to the objectives set out in the early learning goals, which underpin the curriculum planning for children aged three 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 in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside other adults. The activities that they take part in are imaginative and enjoyable.

### **Contribution of art and design to teaching in other curriculum areas**

#### **Literacy**

At St Peter's Art & Design contributes to the teaching of Literacy by encouraging the 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 say what they think and feel about them.

## **Mathematics**

Art & Design contributes to the teaching of mathematics 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. Children use software to explore shape, colour and pattern in their work. Children can also collect visual information to help develop their ideas by using digital cameras to record their observations. The internet can be used to find out more about famous artists.

## **Personal, social and health education (PSHE) and citizenship**

Art & Design contributes to the teaching of some elements of personal, social and health education and citizenship. 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 the 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 others 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, cultures and religions through their work on famous artists, designers and craftspeople.

## **Teaching art and design to children with special educational needs**

At our school we teach art & design to all children, whatever their ability. Art & Design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enables all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the key skills allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special education needs. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching style, differentiation- so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special Educational needs. The IEP may include, as appropriate, specific targets relating to art & design.

We enable pupils to have access to the full range of activities involved in learning art & design. Where children are to participate in activities outside the classroom, for example a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment and Recording**

Teachers assess the children's work in art & design by making assessments as they observe the children working during lessons. They record the progress that the children make by assessing the children's work against the learning objective and outcomes for their lessons in the style of 'Big Questions' and 'Success Criteria'. Teachers use these assessments to plan future work for each child and make an assessment of progress as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of the academic year.

We have a wide range of resources in school to support the teaching of art and design across the school. A range of basic resources and more specialist equipment is stored in the art and design store. This room is accessible to adults only. ICT programs and the internet are also used. The resources are of good quality and are replaced as and when necessary.

## **Monitoring and Review**

The monitoring of the standards of children's work and the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader 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 subject leader gives the head teacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvements.

The governing body will review this policy every three years. However it may be reviewed earlier if new government and regulations are introduced, or if the governing body receives recommendations on how the policy might be improved

**Signed:**

**Date:**

**Review due: Spring Term 2020**