



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

Date of policy - September 2019

# Art and Design Policy

## Christian Vision Statement

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow

Matthew 13:1-23

Let the questions be the curriculum. (Socrates)

## **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.

Our Art and Design vision

Through Art we intend to provide children with an opportunity to communicate their inner thoughts and feelings through a range of media. It is a known fact that art is a therapeutic experience for many enabling children to express themselves as well as promoting physical co-ordination and wellbeing. It allows children of all abilities to participate and express themselves in a safe, inclusive and stimulating environment.

## **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. 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 within each key phases 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.

### **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.

Art and design units covered in each term throughout each key stage are recorded as curriculum maps and ensure an appropriate balance and distribution of work is covered.

### **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.

### **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.

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.

Each term the teacher assesses individual achievement. These are accessed by the Subject Leader and are used as the basis for formulating data and ultimately the progress of all children including specific groups.

Reporting to parents will occur at each parents evening and at the end of each school year as part of the Annual Report.

### **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 she 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

The school will review this policy every 3 years.

Review: November 2022

Signed:

Date: