St. Peter's C of E Primary School

Art and Design Policy 2024



DEFINITION

"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 ow art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."

National Curriculum 2014

INTENT

At St. Peter's C of E our intent is:

'To produce creative work, exploring their ideas and recording their experiences in a variety of media and forms. To become proficient in drawing, painting, sculpture and other art craft and design techniques. To develop and use the language of art, craft and design when creating and evaluating their own and others works of art.'

General

- To ensure all staff, children, parents/cares and Governors are aware of the aims for learning and teaching Art at St. Peter's School and that these are consistently applied.

Curriculum

The core 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 using the language of art, craft and design
- know about great artists, craft makers and designers: both historical and contemporary, and understand the historical and cultural development of their art forms
- to promote pupils' social, moral, spiritual and cultural development through art and design.
- to support teachers in providing continuity and ensuring progression if skills.

TEACHING OBJECTIVES

National Curriculum Subject content:

Foundation stage

The Arts falls within 'Expressive Arts and Design' in the Early Years Foundation Stage - *'Creating with Materials' and 'Being Imaginative and Expressive'* (New Early Years Framework 2021). At St.Peter's, children's creativity is extended by planned provision to stimulate their curiosity, exploration and play, through art activities. Children are provided with opportunities to explore and share their thoughts, ideas and feelings, through a variety of **art**, music, movement, dance, imaginative and role play activities.

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 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

IMPLEMENTATION

ART AT ST.PETER'S C OF E PRIMARY SCHOOL

At St. Peter's we value learning and teaching Art because:

- Art can stimulate creativity and promote imagination.
- Art provides a stimulating learning environment where children's work is celebrated.
- Art provides children with opportunity to communicate what they see and feel through a variety of materials, textures, colours and patterns.
- Art provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
- Art can give children confidence and a chance to produce something without failure, something that is personal to them.
- Art can enrich all other areas of the curriculum by adding a practical approach to the curriculum.

PLANNING

There is a N.C programme of study for Art and Design in place from Year 1 through to Year 6, that is taught through a creative and thematic approach. This is the cross curricular approach used for planning across the school. Art skills are developed in isolation or within a theme.

Skills in Foundation Stage, are planned through the objectives within the EYFS curriculum. A variety of art activities are planned to develop creativity, exploration, independence and

imagination. Art will be delivered in both inside and outside provision. Art skills will be taught within activities and will be developed throughout the reception year.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year (long term planning). Teachers will use the 'Progression of Skills' (produced by Art lead) to ensure progression throughout year groups and school. Teachers will plan before the start of each new topic (medium planning),and will identify skills that will need to be or have been covered. Teachers will meet on a weekly basis to plan lessons connected to each area of art. Although individual lessons and outcome might, by the very nature of creativity, be slightly different from class to class and the within a year group, outcomes will be linked to the same theme. The most important aspect to consider is the skills that need to be covered and taught for each phase.

USE OF SKETCHBOOKS

Every child across each key stage will be given a sketchbook at the start of the year. Pupils should be given freedom to fill their sketchbook with momentum, enthusiasm and expression. Sketchbooks should be owned by the pupils and should be used in a variety of ways - **'**The sketchbook is not just a blank page to be drawn on – sketchbooks should be used to gather, collect, experiment and reflect and should be a place of discovery and independent thinking.' Sketchbooks can be used as a cross-curricular approach to develop ideas in different subjects.

The new **National Curriculum for Art & Design** (Primary) (September 2014) states that:

- Pupils in Key Stage 2 should be taught: "to create sketch books to record their observations and use them to review and revisit ideas." **However, sketchbooks should be introduced in Key Stage 1 and their use should be rigorous and thus become embedded.**

Sketchbook content should be treated with respect. Teachers should not mark directly in the book but should use one to one or small group discussion to help articulate sketchbook content. Post its or a feedback form at the back of the sketchbook could be used to avoid being intrusive.

Teachers can refer to the 'Sketchbook' information pack (produced by the subject leader). 'Accessart' website has many useful ideas/info on using sketchbooks within primary schools *www.accessart.org.uk*

CROSS-CURRICULAR

Opportunities are used to encourage children to use their creative knowledge over all areas and gives a practical approach to learning. Art can help provide meaning to all other subjects within the curriculum. Art is a way of providing opportunities to develop fine-motor skills, observational skill, speaking and listening opportunities and concentration.

RESOURCES

Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists, crafts people and designers.

General whole school resources are kept in Art area (KS2 landing) and individual classes will keep a selection of additional art resources in own classrooms

Paint brushes, glue, pencils, paper, felt pens etc. are ordered at the beginning of the year by Key stage teams and kept within individual classrooms. Staff and c hildren are encouraged to take care of what they use and for returning items appropriately.

At St. Peter's, we are fortunate to have a kiln, that can be used for clay work. Instructions on how to use kiln are kept next to kiln. However, if staff need items firing, they can ask named art lead (Emma Smith) or, TA (Jane Larner).

IMPACT

RECORD KEEPING, ASSESSMENT AND REPORTING

Assessment of Art and Design is in line with the schools Assessment Policy. Teaching and learning for Art and Design is monitored using Target Tracker, on a termly basis. Chris Quigley document is highlighted by teams, to ensure coverage of skills and techniques. Each Key Stage will select pieces of artwork after each unit and photograph/keep as evidence of work. Work can also be uploaded onto Seesaw to show art process, final pieces and evaluations.This evidence can be any of the following – practice pieces before/during art process, comments made by children, photographs/photocopies of artwork, displays, showcase exhibitions, key vocabulary that has been taught, samples across assessment band.

MONITORING

The Subject Leader will monitor Art through: planning, work scrutiny, photographs, evidenceon See, staff/pupil perception questionnaires, assessment sheets, lesson observations, school/classroom displays.

INCLUSION/EQUAL OPPORTNITIES

Inclusion

All our pupils have equal entitlement to the study of art and design at our school, regardless of race, gender, or ability. Art gives all children the opportunity to express themselves uniquely, and achievements are recognised and celebrated. Where children have special needs for learning, we aim to provide additional support where possible. Children who show talent in art, will be offered TANGO workshops, if available.

British Values

At St Peter's Church of England Primary School, we ensure that through our school vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

We have a duty to prepare our children for life in modern Britain and to keep them safe. We value the importance of the current Ofsted guidance:

Should ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain

As a school we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to British History.

HEALTH AND SAFETY

Teachers should ensure that all learning takes place within a safe environment with special reference to the use of equipment, tools and artefacts. Protective clothing should be worn where appropriate. Children will require specific training in safe ways to use potentially dangerous tools and equipment. The best way to achieve this is by clear, confident demonstrations and positive guidance. Craft knives can be dangerous and should only be used by adult staff. Sharp pointed scissors are only to be used by responsible older children, under the direct supervision of the teacher. Clay glazes must be used in a well ventilated area. Visits to off school sites should be arranged in line with the School Visits Policy.

PARENTAL INVOLVEMENT

As with all other areas of children's learning, we need the support of parents and cares to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set, asking parents to send in artefacts and inviting people to come in to work with specific art activities.

ART LEADER – Emma Smith

The role of the named subject lead is to provide professional leadership and management for their subject, in order secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. The named subject lead will review and evaluate the strengths and areas for development for the subject. They will gather evidence and feedback to other members of staff to ensure art is developed fully across the school. Where possible, the Art lead will also attend Braintree LCEP meetings to extend professional awareness of the development of arts and culture across Braintree and provide CPD for other teachers.

Updated: November 2024 Emma Smith

Policy Review Date: November 2027