

St Paul's C of E Primary School



ART & DESIGN POLICY

1. Purpose of the policy

This policy reflects the aims and values of St. Paul's CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vision

At St Paul's we believe that art stimulates creativity, imagination and inventiveness. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination. We aim to teach art in a fun, creative and cross-curricular way enabling the children to communicate what they see, feel and think. Children should experiment with their ideas, their use of colour, texture, form, pattern and different materials and processes. Our aim is to ensure that children are inspired, engaged and challenged throughout their art learning and are therefore enabled to further develop and secure their art skill base. Children will be encouraged to use their skills to create their own independent works of art and design. In order to achieve their full potential, children will have access to a range of good quality art resources that will support each art unit and enable a confident approach. There will also be opportunities to develop a deeper knowledge and of art and design and increase their cultural capital by exploring and appraising various artists and their influence on culture and history. We plan special art events to increase the children's love of art and create whole school displays which celebrate their creativity. We invite special artists in to work with the children to inspire them and challenge their thinking and creativity. We give children the opportunities to visit museums and galleries, developing their skills of observation and evaluation. We also celebrate and recognise the work children bring into school from home via their project books.

3. Intent: Aims and outcomes

By the time our pupils leave St. Paul's, they should:

- 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.

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 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.

4. Implementation: Teaching and learning

At St. Paul's, we use a variety of teaching and learning styles in art lessons. Our principle aim is to enable pupils to think as artists. During topics, lesson plans are based around the scheme of work with objectives adapted to suit the stage of development for the pupils in each class. The teaching of art might involve:

- Whole-class teaching
- Small group teaching
- Appropriate secondary sources, such as books, photographs and videos
- ICT to enhance their learning
- Visitors coming into school
- Trips to art galleries

At St. Paul's, we recognise that in all classes children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- We set tasks which are open-ended and can have a variety of responses
- We set tasks which can be adapted for different children either to increasing difficulty or support them
- We group children by ability for some tasks, in mixed ability groups for others and independently for some tasks. Sometimes each type of grouping will have different activities, other times this may just include having additional support offered to them
- We provide resources of different complexity, matched to the ability of the child
- We use additional adults to support the work of individual children or groups of children.

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of art. Care is taken when selecting source material that a range of perspectives and viewpoints are represented; including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource, which may give an alternative perspective on areas and cultures.

5. Curriculum overview

Here at St. Paul's, pupils will follow a high-quality art curriculum that 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. Children will know more, remember more and do more. Art is taught and planned as a discrete subject. We carry out our curriculum planning in three phases: whole-school overview, schemes of work and short-term plans.

Our whole-school overview maps out the art topics studied during each year group:

Art & Design Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Theme: Invasion Technical Knowledge: Collage Focus Artist: Eric Carle Outcome: Paper collage of the trees adding texture by mixing materials.		Theme: Childhood Technical Knowledge: Painting Focus Artist: Picasso Self portrait			
Y2	Theme: Childhood Technical Knowledge: Sketching Focus Artist: Lowry Outcome: Sketch children playing using different materials to add texture and effects.					Theme: Movement/Places and Spaces Technical Knowledge: Sculpture Focus Artist: Andy Goldsworthy
Y3			Checkpoint: Painting: Mountains		Theme: Safe Spaces and Fun Technical Knowledge: Sketching Focus Artist: Hockney Outcome: A sketch of the local area.	
Y4		Theme: The Journey of Life Technical Knowledge: Sculpture Focus Classical art Outcome: Greek vase in clay			Checkpoint: Art: Collage: river	
Y5		Theme: Identity Technical Knowledge: Painting Focus Artist: Emiliano Cavalcanti & Marianne North Outcome: A visually interesting painting of the rainforest that conveys mood			Checkpoint: Art: Sculpture: Wet Felting	
Y6	Theme: Movement/places and spaces Technical Knowledge: Collage Focus Artist: Megan Coyle Outcome: A collage of the Rocky Mountains using layering to convey movement.					

Our

schemes of work outline the knowledge nuggets taught in each topic and are based on the objectives found in the National Curriculum

(https://assets.publishing.service.gov.uk/media/5a7ba810ed915d4147621ca0/PRIMARY_national_curriculum_-_Art_and_design.pdf). Our art curriculum is planned in topics, which builds on prior learning and ensures that all of the knowledge and skills are developed. All children have access to knowledge organisers for reference and consolidation of skill information and vocabulary. Our knowledge organisers can be found on the school website: <https://www.stpaulsce.co.uk/year-group-curriculum-overviews/>

6. Cross-curricular links

Art shares links with the following subjects:

➢ English: development of literacy skills through reading, writing, speaking and listening and learning new and specific artistic language

Our art curriculum offer highlights how art impacts the rest of school life:

<https://www.stpaulsce.co.uk/art-design/>

7. Impact: Assessment and recording

Assessment

St. Paul's uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative art assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. During lessons, teachers will make informal judgements continuously. At the end of the lesson, the teacher assesses the pupil's work and will make a judgement to inform future planning. Feedback (either written or verbal) is given to each child to help guide their progress.

Summative assessment

Summative assessment is completed at the end of a art & design unit, based on the artistic skills and knowledge nuggets found on the schemes of work. This will be completed using teacher assessment. Teachers will use assessment checkpoints throughout the unit and the assessment criteria on the schemes of work to make their judgements.

Further assessment information can be found in the school's assessment policy.

Marking

Children receive regular verbal and written feedback and marking follows the school's marking policy.

Further marking information can be found in the school's marking policy.

Recording

In art, pupils will record their learning in the following ways:

- The Arts books
- Sketch books
- Seesaw

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Enrichment Curriculum & Resources

External speakers, local museums, trips

- Visitors (e.g. Wet Felting Workshop)
- Trips to art galleries (e.g The Lowry)
- After-school clubs (e.g. Art Club)

9. Roles and responsibilities

Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject (using subject leader journal)
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide support, training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught
- Provide the Headteacher with a summary report in which the strengths and weaknesses of science are evaluated and indicated areas for further development

Classroom teacher

Classroom teachers at our school will:

- Plan, teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Parents

The parent community at our school will:

- Make sure their children are prepared for learning

- Support their children to complete project book activities

10. Inclusion

At St. Paul's, teachers set high expectations for all pupils in art & design, whatever their ability and individual needs.

Art & design forms part of the school curriculum policy to provide a broad and balanced education to all children and we acknowledge that learners with additional needs are likely to experience difficulties within their learning which may act as barriers. Through our art & design teaching, we provide learning opportunities that enable all pupils to make good progress by adapting the teaching of art & design to suit the needs of all pupils. We strive hard to meet the needs and will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers carefully consider these adaptations as shown below:

Cognition and Learning	
Barriers	Provision
Difficulties remembering or understanding instructions.	<ul style="list-style-type: none"> ➤ Break down instructions so that they are given one-step at a time. ➤ Where sequences of instructions are needed support with visuals or demonstration. ➤ Give an individual instruction/recap following the main teach activity. ➤ Mixed group abilities for peer support.
Communication and Interaction	
Barriers	Provision
Processing lots of verbal information. Understanding of subject specific vocabulary Difficulties working in a team/collaborating and negotiating	<ul style="list-style-type: none"> ➤ Break down instructions into small steps supported with signing, gesture and/symbols or pictures where applicable. ➤ Be very clear with safety instructions – clear instructions with reduced language. ➤ Key vocabulary supported by visuals ➤ Repetition of key vocabulary and what it means. ➤ Do not assume – clarify vocabulary and prior learning. ➤ Working in smaller groups or pairs initially when developing turn taking skills. ➤ Allow children to feel resources when appropriate and encourage a verbal response.
Physical and Sensory	
Barriers	Provision
Sensory issues working with certain materials such as clay. Potential higher noise level/busier classroom during practical activities.	<ul style="list-style-type: none"> ➤ Use of alternative less messy equipment such as play dough. ➤ Consider pupil sensory audits and adaptations. ➤ Use of ear defenders or noise cancelling headphones. ➤ Ensure that instructions are not given over a busy classroom so that they can be heard and understood. ➤ Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. ➤ Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors.

Accessibility of the equipment.	<ul style="list-style-type: none"> ➢ Slanted surfaces and clips to grip the paper to the surface.
Child's ability to use the equipment safely	<ul style="list-style-type: none"> ➢ Ensure that the child is near to the adult so that they can see/hear safety demonstrations. ➢ Use hand over hand approach to support/model appropriate safety. ➢ Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others
Social, Emotional and Mental Health	
Barriers	Provision
Less structured lesson format may make it harder for self-regulation behaviours.	<ul style="list-style-type: none"> ➢ Clear expectations in advance of the lesson and explanation of what is happening during the lesson. ➢ Time out or movement breaks if needed. ➢ Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer, zones of regulation grid etc.
Focus and attention on extended pieces of work	<ul style="list-style-type: none"> ➢ Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks ➢ Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. ➢ Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Health and Safety

Health and safety awareness forms an integral part of the children's learning:

- Children are taught how to use and handle equipment/resources safely and with respect.
- Risk assessments and school health and safety procedures should be followed when out of school on trips or when there are visitors in school.

12. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

13. Monitoring and review

This policy will be reviewed by staff and governors annually.