

St Mary's Catholic Primary and Nursery School, A Voluntary
Academy



Art and Design Policy

Vision: 'A Journey to Excellence' We believe that each child is made in the image and likeness of God therefore we develop the 'whole child' to reach their individual potential. We have high expectations and celebrate success both academically and socially. We aim to provide an outstanding Catholic education so that we can make a valuable contribution to the community in which live and serve.

Mission statement: 'We are happy living and learning in God's Friendship'

Statement of intent

The art and design curriculum at St Mary's supports learning within art, craft and design and stimulates creativity and imagination. It provides a range of experiences including visual, tactile and sensory and a special way of understanding and responding to the world. A high-quality art and design education inspires, engages and challenges children - enabling pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern. Children will become involved in shaping their environment through art and design activities, involving different creative techniques. They will explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they can explore the impact that it has on contemporary life and that of different times and cultures.

By teaching art and design, we aim to help pupils achieve the national curriculum outcomes to:

- 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.

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2021
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013

2. Early Years Foundation Stage (EYFS)

2.1. All pupils in the EYFS are taught art and design as an integral part of the topic work covered during the academic year.

2.2. All art and design objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':

- Communication and language
- Physical development
- Personal, social and emotional development

2.3. There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.4. The art and design curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.

2.5. In the EYFS, pupils will be taught to:

- 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.

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

3. KS1 – Art and design

Children will be taught to

- 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.

4. KS2 – Art and design

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.

5. Roles and responsibilities

5.1. The curriculum leader alongside the subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.

- Monitoring the learning and teaching of art and design providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art and design to other curriculum areas, including cross-curricular and extra-curricular activities.
 - Collating assessment data and setting new priorities for the development of art and design in subsequent years.

6. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art and design skills, with due regard to the national curriculum.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the curriculum leader and subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

7. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist art and design based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of art and design objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

8. Equal opportunities

8.1 We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

8.2. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the art and design curriculum is differentiated for these pupils.

8.3. The planning and organising of teaching strategies for each subject will be reviewed on annually basis by the subject leader to ensure that no pupil is at a disadvantage.

8.4. The school aims to maximise the use and benefits of art and design as one of many resources to enable all pupils to achieve their full potential.

9. Cross-curricular links – Art and design

9.1. English:

- Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

9.2. Maths:

- Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

9.3. PSHE:

- Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

9.4. SMSC:

- Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

9.5. ICT:

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

10. Health, safety and hygiene

10.1. In order to maximise their learning experience, pupils are allowed full access to a wide range of materials in art, and design lessons; however, health and safety concerns are inherent with these subjects, including storing materials and tools, and the use of equipment.

10.2. Personal protective equipment (PPE), such as gloves, head protection, eye protection and hearing protection, is made available to all pupils and teachers.

10.3. The risks of each task will be assessed by the classroom teacher and subject leader before lessons, and relevant PPE will be compulsory based on their decisions.

10.4. Equipment will be tested before the start of every lesson by the classroom teacher.

10.5. All pupils will be taught how to use all equipment properly by the classroom teacher before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools.

11. Teaching and learning

11.1. The school uses a variety of teaching and learning styles in art and design lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding. All teachers follow the scheme of work, Kapow.

11.2. Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.

11.3. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.

11.4. Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge
- Promoting active learning
- Inspiring, exciting and motivating pupils to know more

11.5. Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils
- Providing a meaningful context and clear purpose when assigning tasks
- Ensuring tasks are built on skills and understanding
- Having well resourced lessons with different materials and equipment.

11.6. The classroom teacher, in collaboration with the subject leader, will ensure that the

- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

12. Planning

12.1. Planning of the art and design curriculum is focused on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse their work and that of others using the language of art, craft and design.
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

12.2. The school creates a long-term curriculum map and medium-term/short-term plans for the delivery of the art and design curriculum – these are as follows:

- Long-term curriculum map: includes the topics studied in each term during the key stage
- Medium-term/short-term planning: includes the details of work studied each lesson for that half-term

12.3. The curriculum leader is responsible for reviewing and updating long-term curriculum plan, and communicating these to teachers.

12.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term/short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

12.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

12.6. In our school, art and design is taught both as a discrete lesson using Kapow and as part of cross-curricular themes when appropriate.

12.7. Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2', published in 2013.

12.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

12.10. Medium-term/short term plans will identify learning objectives, main learning activities and differentiation.

12.11. Medium-term plans can be accessed by the subject leader on request to ensure there is progression between years.

12.12. Planning will be used flexibly to reflect the objectives of the lesson and the aims of the next lesson.

12.13. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

13. Assessment and reporting

13.1. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

13.2. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

13.3. Children in the EYFS will be assessed using Lancashire Tracker half termly.

13.4. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum and Kapow scheme of work and this is updated on Target Tracker on a half-termly basis.

13.5. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives provided by the scheme Kapow
- Pupils' self-evaluation of their work

13.6. Teachers will also assess pupils':

- Knowledge of tools, materials and equipment.
- Personal qualities and attitudes towards their work.
- Ability to explain what they have created and how.
- Ability to use tools and materials safely and effectively.
- Ability to evaluate their work and the work of others.

13.7. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

13.8. Verbal reports will be provided at parent evenings during the Autumn and Spring terms.

13.9. The progress of pupils with SEND will be monitored by the SENCO.

14. Resources and equipment

14.1. The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.

14.2. The school's LRC contains an array of resources and topic books to support pupils' research.

14.3. The art and design budget covers the cost of materials and replacement tools.

Teachers will be required to maintain the tools and equipment in their classroom.

14.5. Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.

14.6. At the start of every school year, the subject leader and head teacher will assess the school's art and design tools and materials to ensure there is sufficient equipment for pupils, allowing funds to be allocated where necessary.

15. Monitoring and review

15.1. This policy will be reviewed every two years by the subject leader.

15.2. Any changes made to this policy will be communicated to all members of staff.

15.3. All members of staff directly involved with the teaching of art and design are required to familiarise themselves with this policy.

15.4. This policy was update in February 2023 and will be reviewed in February 2025.

Signed: E.Duffy (On behalf of the staff)

Signed: (On behalf of the governors)