



# **St Paul's Church of England Primary School**

## **Art and Design Policy**

**Adopted by: Curriculum and Achievement Committee**

**On: Wednesday 4<sup>th</sup> November 2020**

**Review: Autumn 2023**

### **1. Purpose**

This Art and Design Policy outlines how St Pauls Church of England Primary School teaches and assesses art lessons. In line with the National Curriculum 2014, Art will be taught to ensure all children are given the opportunity to be creative, be challenged and be inspired through a range of engaging units of work. This policy will set out the purpose and practice of the teaching of Art and Design as well as how it is taught, learned and assessed. It will also set out the roles and responsibilities of staff, and support teachers to ensure that Art and Design is taught effectively.

### **2. Vision**

As the pupils move through the school, they will develop confidence in their own artistic ability through fun and engaging lessons. Children's independence using a range of materials will progress as they become increasingly proficient in different art, craft and design techniques. As children progress, they should be given ample opportunity to think critically and discuss the work of different artists as well as their own. There is an expectation on staff in the school to support all children by modelling and demonstrating activities, and to celebrate their success. Staff should be committed to the idea of equal opportunity regardless of gender, race, colour or creed.

### **3. Aims and Objectives**

As children journey through the school, they will be encouraged to be actively involved in their own learning. In both Key Stage 1 and 2, children will be exposed to the work of a range of artists and designers. They will be given the opportunity to discuss the inspiration, skill and materials being used, as well as their own opinions and interpretations. Throughout Foundation Stage and Key Stage 1, children will be exposed to a range of materials in order to develop art and design techniques. In Key Stage 2, pupils will continue to build upon what they have learnt with the additional resource of a sketch book. This will develop their confidence in reviewing their own interpretations of artistic skills and further improve their mastery in design techniques, such as drawing and painting.

### **4. Roles and Responsibilities**

#### **Governors**

- To ensure that Art and Design is taught in line with National Curriculum requirements in the school.

- To identify a subject specialist governor to liaise with the subject leader, acting as an advocate for the subject and providing deeper understanding to the governing body.
- To receive and consider an annual report on the subject from the subject leader.

### **Subject Leader**

- To provide long term/medium term planning to support teaching staff in delivering the full curriculum, ensuring effective coverage.
- To provide support and guidance to teaching staff including practical class teaching support to support and develop the practice of all teaching staff in the subject.
- To monitor and evaluate planning, teaching, pupil work, learning environment, parental feedback, pupil voice and other forms of scrutiny to identify strengths and opportunities for further development in the subject.
- To have an overview of the quality of teaching and learning across all phases of the school.
- To write and keep up-to-date policies and other relevant subject documentation.
- To maintain a subject leader file to include monitoring activities and outcomes, action planning, budget and resource wishlists, inventory resources, curriculum plans and other curriculum initiative documentation etc.
- To plan and provide INSET/CPD training either with an external provider or internally by the subject leader to support all teaching staff.
- To support the effective induction of new staff into the school
- To work one-to-one with staff needing additional support to deliver the curriculum effectively.
- To keep up-to-date with relevant subject networks, professional organisations and others to ensure that you are the abreast of national and local developments in the subject and can speak authoritatively about the subject.
- To attend and actively seek out CPD to develop your own professional knowledge and skills in the subject.
- To disseminate curriculum developments with the wider teaching staff.
- To engage with other subject leaders and organisations, exploiting these links to enhance the curriculum offer.
- To order, store, audit and maintain resources to support effective teaching and learning in the subject across the school.
- To manage and collate assessment of the subject.
- To prepare an annual report on the subject for governors.

### **Teaching Staff (this may include HLTAs)**

- To use the school's subject curriculum in order to plan challenging and effective lessons for pupils of all abilities in your class.
- To plan lessons using the school's agreed planning templates, recording and storing them in line with school procedures.

- To use the resources provided in school to teach effective lessons.
- To seek help and advice from the Subject Leader if needed to ensure that lessons are effectively delivered.
- To mark and assess pupils work in a timely and effective way, in line with school procedures.
- To provide assessment information to the subject leader in line with the school's assessment schedule.
- To participate in subject monitoring activities.

### **Pupils**

- To participate actively in learning activities, doing your best and helping others to learn too.
- To complete homework and classwork activities to the best of your ability at all times.

## **5. Curriculum Organisation**

Art and Design is taught to children as part of the topic framework. The topic framework is taught in two Cycles and covers history, geography and design and technology, as well as art and design. Each topic is taught in phase groups over 4 lessons a week. For example, Year 1 & 2 will be learning about the same topic at the same time. As a result, Art and Design has been integrated into the topic cycles and becomes a key focus for half a term in each year group.

The table below outlines when each phase group gets taught a topic with an Art and Design focus. (Taken from the Whole School Curriculum Overview 2019-20)

Phase	Cycle	Topic	Term
Year 1 & 2	Cycle 1	Portraits of The Queen	Autumn 1
	Cycle 2	Leftover Art	Summer 2
Year 3 & 4	Cycle 1	Hats	Summer 2
	Cycle 2	Pottery	Autumn 2
Year 5 & 6	Cycle 1	The River Thames	Autumn 2
	Cycle 2	Oceans	Spring 2

### ***Knowledge, skills and experiences***

While children are in the Early Years Foundation Stage, children will begin to use different materials such as paint, pastel, chalk and clay. Through experimenting with materials, pupils will start developing both their fine and gross motor skills. These basic skills will be developed through creating their own representations of images, patterns or artefacts, and also by experimenting with different textures.

During the topics with an art focus, and throughout their time in school, children will continuously develop their knowledge and skills from previous years. They will begin by getting used to a range of materials and establish how to use them carefully and safely. Children will use drawing, painting and sculpture to develop their own ideas and experiences, and begin experimenting with different design techniques using different colours, textures and patterns. As pupils move into Key Stage 2, they will be taught how to build upon what they have already learnt by practising control and manipulation of different materials. This progression will be captured through the use of a sketch book, giving pupils the chance to critique, analyse and advance their ideas.

To support the pupils learning of artistic techniques, children will be introduced to different artists. Children should not copy art work but instead be given the opportunity to respond to it. For example, ***Childs response to (Artist) using (medium).***

## 6. Assessment, Attainment and Progress

As Art and design embodies some of the highest forms of human creativity, it is essential that children are not just assessed on their proficiency in different design techniques, but also on their critique, analysis and development. The assessment of art on a lesson to lesson basis should be done by the teacher through observations, photographs, discussions with the children and mini plenaries throughout the lesson.

Below is a table of information to support staff in assessing pupils in Art and Design at the end of their Art topic / at the end of the year.

Year Group	Working Towards	Expected	Exceeding
Year 1	<ul style="list-style-type: none"> <li>Pupils respond to ideas.</li> <li>Able to use a variety of materials and processes.</li> </ul>	All of emerging and: <ul style="list-style-type: none"> <li>Able to use a variety of materials and process to communicate their ideas.</li> <li>Pupils are able to design and make images and artefacts.</li> <li>Pupils are able to describe what they think / feel about their own work.</li> </ul>	All of emerging, expected and: <ul style="list-style-type: none"> <li>Pupils are able to describe what they think and feel about others work.</li> <li>Pupils are able to comment on the similarities of their own work and the work of an artist.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Pupils are able to respond to ideas.</li> <li>Pupils are able to describe what they think or feel about their own work or others work.</li> </ul>	All of emerging and: <ul style="list-style-type: none"> <li>Pupils can explore ideas.</li> <li>Pupils can investigate and use a variety of materials and processes to communicate their ideas and meanings.</li> <li>Pupils can design and</li> </ul>	All of emerging, expected and: <ul style="list-style-type: none"> <li>Pupils make suggest ways of improving their own work.</li> <li>Pupils can comment on the similarities of their own work and the work of</li> </ul>

Year Group	Working Towards	Expected	Exceeding
		<p>make their own images and artefacts by responding to an artist.</p> <ul style="list-style-type: none"> <li>Pupils can comment on the differences in others work.</li> </ul>	<p>an artist, identifying the skill being used.</p>
Year 3	<ul style="list-style-type: none"> <li>Pupils can explore and respond to the ideas of an artist.</li> <li>Pupils can copy the technique of an artist to create their own design or artefact.</li> </ul>	<p>All of emerging and:</p> <ul style="list-style-type: none"> <li>Pupils can explore ideas and collect visual and other information for their own work.</li> <li>Pupils can investigate visual qualities in artistic processes.</li> <li>Pupils can communicate their ideas and meaning through their work.</li> <li>Pupils can comment on the similarities and differences between their own work and their peers.</li> </ul>	<p>All of emerging, expected and:</p> <ul style="list-style-type: none"> <li>Pupils can investigate the visual and tactile qualities in artistic minerals and processes.</li> <li>Pupils can develop their skills to adapt and improve their own work.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Pupils can explore and respond to the ideas of an artist.</li> <li>Pupils can copy the technique of an artist to create their own design or artefact.</li> <li>Pupils are able to comment on the similarities and differences between their own work and others' work.</li> </ul>	<p>All of emerging and:</p> <ul style="list-style-type: none"> <li>Pupils can explore ideas and collect visual and other information for their own work.</li> <li>Pupils can design and make images and artefacts for different purposes.</li> <li>Pupils are able to comment and compare their work with others' work, relating these to the context in which the work was made.</li> <li>Pupils can develop their skills to adapt and improve their own work.</li> </ul>	<p>All of emerging, expected and:</p> <ul style="list-style-type: none"> <li>Pupils can use the visual work collected to develop their own ideas and convey this in their work.</li> <li>Pupils can adapt and improve their own work to realise their intentions.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Pupils can explore ideas, collecting visual and other information.</li> <li>Pupils can answer simple questions on method and</li> </ul>	<p>All of emerging and:</p> <ul style="list-style-type: none"> <li>Pupils are able to explore ideas and collect visual and other information to help them develop their</li> </ul>	<p>All of emerging, expected and:</p> <ul style="list-style-type: none"> <li>Pupils use their knowledge and understanding of</li> </ul>

Year Group	Working Towards	Expected	Exceeding
	<p>approaches used in their own work and others' work.</p> <ul style="list-style-type: none"> <li>Pupils can adapt and improve their own work.</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>Pupils are able to manipulate processes to communicate ideas and meanings.</li> <li>Pupils use their knowledge of materials to communicate ideas through their work.</li> </ul>	<p>materials to organise qualities to suit their intentions.</p> <ul style="list-style-type: none"> <li>Pupils can comment on ideas and methods used in their own work and others' work relating it to the context in which the work was made.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Pupils are able to manipulate minerals and processes to communicate their own ideas and meanings.</li> <li>Pupils can answer questions on method and approaches used in their own work and others' work.</li> <li>Pupils are able to improve on their own work in order to reflect its purpose.</li> </ul>	<p>All of emerging and:</p> <ul style="list-style-type: none"> <li>Pupils are able to explore ideas and select visual and other information. They use this to develop their work, considering the purpose.</li> <li>Pupils are able to make images and artefacts, matching visual and tactile qualities to their own intentions.</li> <li>Pupils can discuss the method and approaches used in their own work and others' work.</li> <li>Pupils can comment on approaches and methods used in their own work and others' work, relating it to the context in which the work was made.</li> </ul>	<p>All of emerging, expected and:</p> <ul style="list-style-type: none"> <li>Pupils are able to explore ideas and assess visual and other information, including images, artefacts, and cultural contexts.</li> <li>Pupils are able to analyse and comment on how ideas and meanings are conveyed in their own work and others.</li> </ul>

The Subject Leader will monitor the teaching and progress in Art and Design by:

- Informal discussions with staff and pupils.
- Different monitoring activities including: lesson observations, planning scrutiny, learning walks and pupil conferencing.
- Work scrutiny including sketch books for KS2.
- Collection of assessment data.

## 7. Resources

- Different resources needed for the teaching and learning of Art and Design will be kept in the Art Cupboards on either site. The cupboards are located in the corridor outside the Year 4 classrooms on SPS site, and in the DT room on AHS.

- Resources will be clearly labelled and should be stored in the correct location.
- When resources are needed for a lesson, they must be taken and returned to the correct place in the cupboard. Failure to do so will make it difficult for other colleagues to teach their art lessons.
- Staff taking the resources are responsible for the prompt return to the store cupboard. It is also the responsibility of staff to ensure all equipment is used safely in the classroom. Make sure children are given demonstrations and are supervised during activities.
- The subject leader will have an inventory of resources. These will be monitored to ensure that there are sufficient amounts for the effective teaching of Art and Design.
- The subject leader will email and request any additional/new resources which are needed for the teaching of Art and Design. If at any point some resources are low/ new resources are required, staff should ask the subject leader to place an order.

## **8. Display**

- Art and Design should be evident within classrooms and throughout the school.
- As a minimum, displays should exhibit some of the children's work, whether this be part of a Topic display or as a stand alone display. There should be an accompanying explanation of how it links to the learning which has been happening in the classroom.
- Art and Design displays should demonstrate the technique / skill which has been taught during the lesson. For example, displays could include explanations or demonstrations of the skills the children have used as well as artists/ art work which the children have looked at and responded to. There may also be a focus on the medium being used and why it was chosen.
- During the teaching of Art and Design, children should be given the opportunity to respond to art/artists. This can be captured in photographs and written text and added to displays.