

# Art & Design Policy



Love, Learn and Shine Together with Jesus.

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Leader: Miss A Melville

## SMSC Statement

At St Matthew's Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

## Spiritual, Moral, Social and Cultural Development through Art and Design

Art and Design provides opportunities to promote the following: -

**Spiritual development:** Through helping pupils to recognise their own creativity and the creativity of others by finding solutions to problems.

**Moral development:** Through helping pupils to reflect how Art affects the environment, so that they can make informed choices when planning and creating.

**Social development:** Through helping pupils to recognise the need to consider the views of others when discussing creative ideas, and by working on collaborative projects, making the most of different strengths and interests within a team.

**Cultural development:** Through exploring Art's contribution to the quality of life within different cultures, and through valuing and reflecting on the responses of people from other cultures towards Art.

## Document Purpose

Children at our school value the role Art and Design plays in their lives and consequently achieve well in their own Artistic endeavours.

This document reflects St. Matthew's Catholic Primary School values and philosophy in relation to the teaching and learning of Art, Craft and Design. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Scheme of Work which can be used as a springboard to develop the individual teacher's ideas in a personal way, knowing they are within the school's guidelines. This should enable teachers to Design a programme of activities that is responsive to their own and children's skills and needs in Art at that particular time.

## Audience

This document is intended for:

- All teaching staff and staff with classroom responsibilities
- School governors
- Parents
- LEA Advisor/Inspectors
- Inspection teams.

Copies are provided to school staff and governors. Other copies are kept in the head teacher's office. This is to ensure accessibility to visiting teachers. Extra copies of the document are available on the shared drive.

St. Matthew's Catholic Primary School believes it is important to help parents understand the curriculum and become involved in children's learning. Therefore a copy is available for parents on request, and the general aims communicated to parents via the school prospectus.

## Subject Aims

Art and Design stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It is expected that during their time at St Matthew's children are given opportunities to explore and evaluate Artists and communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

## Aims and Objectives

A high-quality education in Art and Design should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of Art, craft and Design. It should

encourage children to think critically and develop a more rigorous understanding of Art and Design as well as teach them about how Art and Design has shaped our history and contributes to the culture, creativity and wealth of our nation. The elements and techniques can be combined and taught through the main processes of Art - drawing, 3D media, textiles, painting, collage, printing and digital media.

Our school aims for the Art and Design curriculum reflect those of the new National Curriculum.

We aim for pupils 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

### Feedback and Marking

Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within the school. We assess the children's work in Art and Design by making informal judgments as we observe the children during lessons. Work will be differentiated by ability and once completed where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. This will be done verbally or in the form of stickers/post it notes, this gives teachers the opportunity to write a comment or target without writing on or making changes to pupils artwork. Children are also given the opportunity to reflect on their own experiences and creations in Art and may record these comments on post it notes which can be added to their own piece of work.

### Assessment and recording

Evidence of work completed should be retained as a working record for the children. In Key Stage One and Key Stage Two, this should be in the form of a sketch book. The Art and Design subject leader keeps evidence of the children's work across the school in a Subject Leader file. This demonstrates what the expected level of achievement is

in Art and Design in each year of the school.

## Resources

All classrooms have their own set of basic resources which they replenish using class budgets yearly. We also have a central store of more specific resources to be able to teach Art and Design across the school. Teaching staff will be able to request new resources required throughout the year through the school's Subject leader. At every opportunity, children should be encouraged to develop work from primary resources (i.e. actual objects, field trips etc.). If necessary, secondary resources (photos, paintings, stories, poems, etc.) may be used as stimuli.

## Planning, Progression and Continuity

Planning will follow the National Curriculum 2014, which is divided into separate objectives for KS1 and KS2. We carry out the curriculum planning in Art and Design in different phases:

Our long-term plan maps out the themes covered in each term during the Key Stage. For each Year group this is usually a discrete Art and Design topic, a Cross Curricular topic and a topic which focuses on a specific Artist, Designer or Craft maker.

Our medium term plan is uses a layout consistent with all Foundation subjects planning. These plans ensure an appropriate balance and distribution of work across each term. The Art and Design subject leaders are responsible for reviewing these plans.

Each topic plan lists the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and can add annotations, to allow the subject coordinator to track planning and ensure curriculum coverage.

We plan the activities in Art and Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also plan for progression with our year group topics in Foundation planning, so that there is increasing challenge for the children as they move through the school.

Throughout the year the staff are encouraged to feedback any information and ideas to the Art co-ordinator, for example, comments on how a particular topic is progressing and the work that children are undertaking, availability and suitability of resources etc.

## Classroom Organisation and Teaching Style

Class Teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways:

- Individually
- In groups- groups may be organised by ability, (mixed or similar), age, friendship, or other criteria. Group work is organised so as to provide co-operation and effective learning and understanding.
- As a class- where introduction and discussions are appropriate.

Art is linked to other curriculum areas and cross-curricular links are identified in the Scheme of Work. There may also be Arts Weeks in schools where children are given further opportunities to work with other Artists.

## Differentiation

St. Matthew's Programme of Study for Art covers a broad range of media and techniques, ensuring that children of varying levels of ability (including pupils with S.E.N and those who are More Able) are given the opportunity to achieve work of a high standard.

## Equal Opportunities

All teaching and non-teaching staff at St. Matthew's Catholic Primary School are responsible for ensuring that every pupil, whatever their ability, should have the opportunity to experience success in learning at the highest possible standard. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

All children engage in Art and Design activities exploring a wide variety of media, i.e.: fabrics, construction materials and card etc. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.



Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Art and Design activities at St. Matthews Catholic Primary School.

Art and Design, in common with all the Arts, can provide the opportunity for new arrivals with very limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Working in Art and Design can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through Art and Design they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of interest and benefit to all pupils.

Consideration of the Art of different cultures and times is included in planning (see Scheme of Work).

### Inclusion

Two main areas where pupils with Special Educational Needs might encounter difficulty are communications and making media (sculptures/textiles). Art and Design is an opportunity for children to achieve in a practical subject, as they are encouraged to communicate in a different way (other than writing), for example by using a tape recorder or camera. Children who lack muscular control and co-ordination could have a problem in using some tools. Whenever possible, suitable tools are provided after consultation with Support Staff or an Occupational Therapist. Otherwise, tasks are adapted so that the child can participate. Sensitive grouping encourages shared expertise and this reduces difficulties in specific areas.

See the Policy for Special Education Needs for more details.

### Every Child Matters

Some children will always require extra help because of the disadvantages they face. The key is to ensure children receive support at the first onset of problems, and to prevent any children slipping through the net.

**Enjoying and achieving:** getting the most out of life and developing the skills for adulthood.

**Making a positive contribution:** being involved with the community and society.

**Economic well-being:** not being prevented by economic disadvantage from achieving their full potential.

## Gifted and Talented

The words "gifted" and "talented" can be used in many different ways. The Department for Education and Skills uses the following definitions:

**Gifted:** the top 5-10% of pupils per school as measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

**Talented:** the top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However one element of this description should be emphasised: it is the top 5-10% of pupils *per school, regardless of the overall ability profile of pupils.*

### How to identify the More Able in Art and Design:

**Parent and pupil feedback:** a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

**Teacher identification:** teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

### What support should More Able students be given?

Once the More Able have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support:

**Enrichment:** this is when a student is encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

**Extension:** this is when students are given activities that develop higher order thinking skills and work practices. Extension activities help students to work with greater autonomy and self-discipline.



## Professional Development

In order to further understanding, confidence and experience of Art, opportunities are available for staff training and outside courses. Additionally St. Matthew's provides support for NQT's and students needing guidelines or direction within a scheme of work.

## Computing

At St. Matthew's Catholic Primary School we believe that the inclusion of Computing throughout the Art Curriculum is a beneficial and integral part of each individual child's learning experience and development. The use of Computing within Art can:

- Develop cross curricular links
- Introduce children to new/alternative ways of manipulating a developing media
- Provide opportunities for investigation of information on various areas of interest, such as particular techniques for a Scheme of Work or background data for a specific topic.

## Health and Safety

See Whole School Policy on Health and Safety.

The class teacher throughout the Programmes of Study should deal with health and Safety issues accordingly. This may mean introducing key points at the beginning of a Scheme of Work, or, where appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues should be reinforced with the class at the discretion of the class teacher.

## Visits

Where appropriate, educational visits to places of interest should be encouraged. These visits can act as stimuli for a Scheme of Work providing children with a primary resource. This may be in the form of an Art Gallery Visit or any specific location appropriate to the Scheme of Work. Visits from practising Artists are also recommended providing possibilities for children to further their experience of Art.

## Progression and Continuity

Within the Scheme of Work, learning activities are in sequence to ensure continuity and progression. They are taught through a combination of direct teaching, providing children with first-hand experience, use of teacher-prepared materials, other Artists' work, educational visits and resources such as TV and Computing.

Helping children improve at Art and Design means:

- Extending the breadth of content by providing opportunities for children to:
  - respond to personal, social and environmental issues within the broad themes of themselves and their experiences
  - participate in an increasing range of practical experiences of Art, craft and Design
- Increasing children's depth of knowledge and understanding of:
  - visual and tactile elements of line, shape, pattern, texture, and so on
  - the materials and processes used by Artists
  - the role and function of Art, craft and Design in different times and cultures
- Improving the quality of children's response and achievements through the development of:
  - practical and technical skills
  - the ability to reflect on and improve their work
  - the ability to evaluate the work of Artists critically and apply that learning in the context of their own ideas.

In order to meet the demands of the Art and Design Curriculum, the children in Key Stage 1 and 2 in St. Matthews Catholic Primary School will use a sketchbook.

Sketchbooks should be used for:

- working out ideas, plans and Designs
- keeping a visual record of their observations made from a range of first-hand resources; this should be done on a regular basis
- recording, exploring and storing visual and other information, such as notes and selected materials, which can be used for reference
- an Ideas Book, in which the children explore their own ideas
- collecting materials, such as postcards, fabric Designs and wrapping paper, which they feel could be an inspiration for their own work

Teachers and children can look back through the sketchbooks and reflect on the work, identifying progress. Pupils can make sketches in their books as a preparation for a painting.

## Expectations

By the end of Key Stage 2 it is expected that most children will be able to:

- Record from experience, imagination and first hand observations, developing and realising their ideas with confidence.
- Select and record visual and other information in a sketchbook.
- Experiment with, control and select ideas, media and visual elements for different purposes.
- Identify ways to develop and improve their work.
- Evaluate their own and others work, using an appropriate vocabulary, showing an understanding of how and why the work was made.

All Artwork in school should incorporate elements of these key aspects and expectations in a curriculum that builds upon children's knowledge and understanding. Good displays assist children in developing their visual ideas.

- Use colour, form, pattern, texture, line, tone and different, materials and processes to communicate imaginatively what they see, feel and think.
- Develop aesthetic taste and use this to judge what they like and dislike, and use this awareness to help them make practical decisions about how to proceed and improve their own Artwork.
- Know about, explore and use the ideas of Artists/craftspeople from their own and different cultures and times.
- Enjoy the visual Arts.

## Impact of Coronavirus 2020

Due to the school closures in March 2020, the curriculum moved to a dual curriculum until the end of the 2019/2020 academic year. This focused on recapping previously taught topics, extending their knowledge of these topic areas further and consolidating their use of key skills. There were also elements of remote and independent learning which guided children through some of the Summer term curriculum. For the 2020/21 academic year, a recovery curriculum will be in place to make sure that there are opportunities to deliver missing learning and ensure that there are no gaps in the children's knowledge.