
St. Mary's CE Academy

'Excellence through faith & learning'



Art and Design Policy

*"I have come that they may have life,
and have it to the full."*

John 10:10

**Reviewed: Spring 2020
Approved by Governors: Summer 2020
Date of next review: Summer 2022**



1. INTENT

Our School Vision for Art and Design

At St Mary's Church of England Academy, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum – a curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success.

Our vision in teaching Art and Design are that all children learn to:

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

2. IMPLEMENTATION

Our Aims for Art and Design - taken from the National Curriculum 2014.

The overarching aim for Art and Design in the National Curriculum is to promote and develop knowledge, skills and understanding through a range of practical tasks which will include the following in the different Key Stages:

Foundation stage pupils should be taught Art and Design skills in accordance with the EYFS framework. In addition to this, the school's Art and Design progression document states that FS pupils should be taught:

- To create simple representations – choosing particular colours to use for a purpose.
- To be able to handle equipment and tools effectively, including pencils for writing and drawing.
- To explore what happens when mixing colours.
- To understand different media can be combined to make effects in collage and sculpture
- To use lines to enclose a space and use these shapes to represent objects
- To use objects to create prints (e.g. fruit, vegetables or sponges).

- To use weaving to create a pattern
- To describe textures of objects/products
- To use artists as inspiration

The National Curriculum prescribes what **Key Stage 1** pupils should be taught. In addition to this, the school's Art and Design progression document states that KS1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

The National Curriculum prescribes what **Key Stage 2** pupils should be taught. In addition to this, the school's Art and Design progression document states that KS2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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.
- To learn about great artists, architects and designers in history.

3. Planning and teaching

EYFS

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures.

They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

4. Learning environment

Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Planning for art and design is provided for in medium and long-term plans.

5. Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, pupils are required to show their progression in their sketchbook.

Progression and achievement is tracked against learning objectives.

Photographic records and some work may be kept until the end of the school year.

6. The subject leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

Evidence will be kept from year to year. The subject leader will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

7. Resources

Each classroom has basic art resources maintained by the individual teachers.

8. Displays

The school promotes the displaying of artwork in classrooms and corridors. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

9. Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.
Children are always supervised during activities.

10. Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer