

## Art and Design Policy

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

We believe that by understanding their own rights, children learn to respect and value the rights of others.

### **We aim for our children to be:**

- Ambitious: We take pride in our learning, make progress, and achieve.
- Resilient: We face challenges with perseverance and determination.
- Respectful: We are inclusive, enjoy our rights and respect the rights of others.

### **The following articles underline our Aims;**

#### **Article 31** (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

#### **Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

### **Introduction:**

At St Benedict's Primary School, we are committed to providing all children with learning opportunities to engage in Art and Design. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education 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.

National Curriculum 2014

### **1.Aims and objectives**

The National Curriculum for Art and Design aims to ensure that all pupils:

The core curriculum for art and design aims to ensure that all pupils:

- 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

**1.1** Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in

shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

#### 1.2 The objectives of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

### 2. Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- differentiating tasks by outcome.
- providing a range of challenges with different resources;
- using teaching assistants to support the work of individual children or small groups.

### 3. Art and design curriculum planning

3.1 Art and design is taught through the Cornerstones Curriculum which is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum. It is a knowledge and skills-based curriculum with a creative edge, comprehensive coverage, purposeful cross curricula links and is built on four cornerstones of pedagogy – engage, develop, innovate and express. Subjects are delivered through imaginative learning projects (ILPs) following this four stage pedagogy. Using the Cornerstones curriculum, the imaginative learning project (topic) is introduced to the children using an engaging experience or stimulus for the beginning of the learning. The children's thoughts, ideas and experiences are shared and explored throughout the IPL, skills in history are developed in a creative way and children work towards completing an innovative challenge at the end of the topic.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and that they are increasingly challenged as they move through FS, KS1 and KS2.

3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each unit during the year.

3.3 Our medium-term plans, which we have developed using the Cornerstones curriculum which identifies where art fits into each IPL and which skills are taught., give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term.

3.4 The art lead termly monitors planning, assesses learning opportunities and provides feedback to the appropriate Year Group Leaders.

3.5 We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding throughout the ILP's, so that there is an increasing challenge for the children as they move up through the school.

#### **4. The Foundation Stage**

4.1 We encourage creative work in the reception classes. We relate the children's creative development to the objectives set out in Development Matters. The children's learning includes art, D.T, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The activities that they take part in are imaginative and enjoyable. We provide opportunities for children to develop their knowledge and understanding of the world through:

- constructing with a purpose in mind, using a variety of resources.
- selecting tools and techniques needed to shape, assemble and join materials
- explores what happens when they mix colours.

By end of the EYFS children would have the opportunity to sing songs, make music and dance, and experiment with ways of changing them. They safely use **and explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### **5. Key Stage 1**

In Key Stage 1, each autumn term begins with the colour project *Mix It*. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours. Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

#### **6. Key Stage 2**

##### *Lower Key Stage 2*

In Lower Key Stage 2, each autumn term begins with the colour project *Contrast and Complement*. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory.

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including

prehistoric pottery. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques.

#### *Upper Key Stage 2*

In Upper Key Stage 2, each autumn term begins with the colour project *Tints, Tones and Shades*. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of *taotie* and the significance of the Expressionist movement.

In Year 6, children are encouraged to work more independently in projects like *Environmental Artists*. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the project *Trailblazers, Barrier Breakers*.

## **7. Contribution of art and design to teaching in other curriculum areas**

### **7.1 English**

Art and design contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **7.2 Mathematics**

Art and design contributes to children's mathematical development through understanding and using patterns and properties of shape in visualising and making images and artefacts, working in two and three dimensions and on different scales, understanding and using the properties of position and movement (for example, rotating and transforming shapes for a repeat pattern), and scaling up a preparatory drawing for a large-scale painting.

### **7.3 Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others.

### **7.4 Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children; through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

### **7.5 Outdoor curriculum**

Creativity is an integral part of the outdoor curriculum. The children are given visual, tactile and sensory experiences in an outdoor setting. They explore colour, form, texture, pattern and materials in the natural environment.

### **7.5 Art and design and ICT**

Information and Communication Technology enhance our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using digital cameras. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

### **8. Inclusion and Differentiation: (Also see SEN policy)**

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively.

### **9. Assessment and recording**

At St Benedict's Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy

Formative assessment is the most commonly used method in the classroom. It is day-to-day ongoing assessment, based on how well children fulfil learning objectives and success criteria. It involves providing feedback and involving the children in improving their learning. We assess the children's work in art and design while observing them working during lessons. This information is used to plan future work. This method of observation also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

### **10. Monitoring and review**

The Art and Design subject leader and all class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Art. Monitoring takes place regularly by the Art and Design subject leader through sampling children's work, talking to children and looking at the planning. Class teachers need to keep evidence of the children's Art work in the Art books. The Art and Design subject leader is responsible for supporting colleagues in the teaching of Art, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

### **11. Resources**

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources to support Art and Design. Further resources are dependent on budget.

### **12. Health and Safety**

Children will be taught to use materials, tools and equipment safely in line with the school's health and safety policy. Children will wear protective clothing when necessary and be taught to clear away materials responsibly. The use of tools and equipment will be closely supervised by teachers. Any visits off site should be arranged in line with the School Visits Policy.

**Hujayma Miah**  
**Art and Design Subject Leader**

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