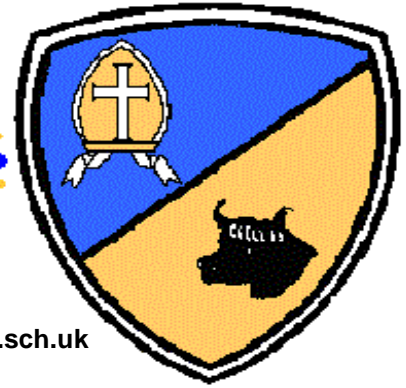


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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*'Following in God's way, Learning day by day, Working with one another,
Caring for each other'*

Art and Design Policy

Date of Policy: 2022
Review Date: 2026

1. Aims and Objectives

- 1.1. At St. Luke's Church of England Primary School, we aim to provide a wealth of opportunities for the children to learn, apply and strengthen the key skills of line, tone, texture, colour, pattern and shape within printing, textiles, drawing, painting, collage and 3D Sculpture. It is also the intent of the Art Curriculum to provide the children with knowledge of different artists including historically famous and current, lesser known artists from whom they can draw inspiration. We want the children of St. Luke's CE Primary to enjoy the cultured world of art be a part of this by exhibiting their own work in a school art gallery and taking part in workshops with artists in school. In addition, the school aims to develop the children's use and understanding of vocabulary associated with this subject. This is to enable the children to speak confidently about the skills and techniques that they have gained, articulate their interpretation of the artwork of others and explain how their work was created and what it represents.
- 1.2. Our curriculum has been designed in a way to ensure that:
 - The children re-visit each area to consolidate and build upon their skills.
 - The children have opportunities to develop an appreciation of art and have opportunity to express themselves through art.
 - All children have equal opportunity to showcase their talents in art.
 - When the children of St. Luke's CE Primary leave our school, they will do so with a solid set of art skills to build upon in the future.

2 Teaching and Learning Style

- 2.1 At St Luke's we use a variety of teaching and learning styles in art and design lessons. Our main 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 have a variety of responses;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups where possible.

2.3

In Early Years, the children develop essential basic skills in Art and Design which prepares them for their transition into Year 1. This is achieved by creating opportunities for the children to carry out a range of creative activities across all areas of learning. By the End of Early Years, it is expected that the children will be able to:

- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.

Throughout years 1 to 6, the children will engage in art units which will involve the children researching and interpreting artist's work, practising skills, designing, making and evaluating.

2.4

By following the Kapow Art and Design Scheme of work, it enables our teachers to deliver creative, inspiring and engaging lessons and provides for progression in skills and knowledge.

- Art and Design in Key Stage 1 is taught in a block of lessons over the period of approximately five weeks each term. All work will be done in sketch books to show progression. Topics include; At the seaside, formal elements and exploring human form.
- Art and Design in Key Stage 2 is taught in a block of lessons over the period of approximately six lessons each term. All work will be completed in sketch books to show progression. Topics include; Formal elements of art, art and design skills, prehistoric art, craft, every picture tells a story, sculpture, make my voice heard, photography and still life.

3 Art and Design Curriculum Planning

3.1 The National Curriculum prescribes that at Key stage 1 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 and range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.
- 3.2 The National Curriculum prescribes that at Key Stage 2 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 their ideas.
 - To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
 - About great artists, architects and designers in history.

4 The Early Years Foundation Stage

- 4.1 The different aspects of the arts are encompassed within the Expressive Arts and Design strand in the Foundation Stage curriculum, however, elements can also be found in other areas of learning (Physical Development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. The Reception teacher plans quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests in addition to the planned learning experiences.
- 4.2 In the EYFS pupils are given the opportunity to explore texture, colours, shape, form and space. They experiment with creative resources and develop their creative thinking, learning to use tools and techniques safely.
- 4.3 They develop their imagination and creativity and begin to investigate the qualities of materials and processes.
- 4.4 They begin to use colour and shape to express themselves.

5 The Role of the Co-ordinator

- 5.1 The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within the long term and medium term plans.
- 5.2 They will monitor the quality of teaching and the standard of work produced through work scrutiny and learning walks.
- 5.3 The subject leader will offer support to colleagues and share their expertise and experience.
- 5.4 They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.
- 5.5 They will produce twice yearly reports for the Headteacher.

6 Contribution of Art and Design to teaching in other curriculum areas

- 6.1 Art and Design helps to develop qualities of discipline and insight to provide an avenue through which to express feelings and emotions sometimes denied to the children in other subjects. Art can be seen as a great asset towards the

development of language skills and can support and enhance most other areas of the National Curriculum but it is vital that art should be seen and recognised as a subject in itself.

6.2 English/ Oracy

Art and design contributes 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.

6.3 Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions.

6.4 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.

6.5 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. Group work allows children to work together, and gives 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. Art is also used as a medium for expressing spiritual responses during RE lessons.

6.6 Computing

Computing enhances our teaching of art and design, wherever appropriate, in all key stages. We have a variety of software in school that children can use to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using Ipads, computers and chromebooks. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

7 Assessment for learning

- 7.1 We assess the children's work in art and design by observing them and providing live feedback during lessons. Teachers can check the progress made by children against the learning objectives for their lessons. A portfolio of evidence of children's work will be created in their sketch books which can be used for moderation by the co-ordinator.

- 7.2 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.

8 Health and Safety

- 8.1 Certain health and safety concerns are inherent with art, including the storage of materials and tools and 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.
- 8.2 Children are supervised at all times during activities.

9 Resources

- 9.1 We aim to offer a wide variety of tools, equipment and processes here at St. Luke's. We strive to give every pupil as many experiences as possible using an extensive variety of different media. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the stockrooms throughout the school.

10 Equal Opportunities/ Inclusion

- 10.1 At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage, Key Stage 1 and 2, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with Special Needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.
- 10.2 We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of the school curriculum which provides a broad and balanced education for all our children. 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.
- 10.3 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.



