

Art and Design Policy



Signed: T. McNamara (Headteacher)

Date: November 2021

Signed: M. Williams (Chair of Governors)

Date: November 2021

Date of next review: November 2023

Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community— no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people

Our Aims

At Holy Cross we ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression of skills within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- Develop the ability to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers using appropriate language.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

Inclusion

Art forms part of our school curriculum policy to provide a broad and balanced education for all children, including children with special educational needs and disabilities (SEND). In providing effective learning opportunities for all pupils and in overcoming potential barriers to learning in art and design, some pupils may require:

- Adapting activities to overcome difficulties with manipulating tools, equipment or materials.
- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first hand experiences and to allow pupils to explore an idea or theme.

Equal Opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

We teach art to all children, regardless of their ability, gender, race, disability or cultural or religious origin. Children will encounter works from different cultural traditions by men and women, able bodied and disabled. Attention will be drawn to techniques originating in different parts of the world and this will link with our curriculum theme of Cultural similarities and differences.

Curriculum overview

Statement of Intent

Aims:

EYFS Development Matters Statements

End of EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Purpose of Study (*National Curriculum Art and Design*):

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.

The national 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.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

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

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, 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 [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

Implementation

Art skills are taught through a practical hands on approach, where children will also learn about and explore the knowledge about artists and crafts people linked to other areas across the curriculum.

Lessons begin with retrieval of prior learning from previous years and knowledge from previous lessons that children will be building on in the current lesson.

The children experience the following stimulus to engage their learning further:

- ♣ Visiting artists
- ♣ Natural resources
- ♣ Links with Forest School learning
- ♣ Education Library service
- ♣ Visit to local galleries (Lakeside Art Gallery) and places of interest (Brackenhurst, Stone age art, Yorkshire Sculpture Park)

EYFS

Learning in 'Expressive Arts and Design' takes place indoors and outdoors.

During 'Exploring and using media and materials' children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

During 'Being imaginative' children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key Stage One and Two

The National curriculum programme of study directs the content of teaching. Art and Design is taught in every year group in three of the six half terms. Across the rest of the year, cross curricular links to Art and Design are made in subjects such as English and Religious Education.

There is a Progression Map for Art that includes the teaching of core and wider skills and ensures progression of knowledge and skills development in each year group.

Artists studied include male, female, culturally and ethnically diverse artists so that pupils feel represented by the art and artists they are exposed to. This links with our curriculum theme of cultural similarities and differences.

Teachers plan for progression each term, building on prior learning. Teachers plan weekly specific learning opportunities enabling children to acquire knowledge and apply it through developing techniques, control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

We have started to use the Kapow Scheme of work for Art and Design.

<https://www.kapowprimary.com/subjects/art-design/>

We supplement this with teaching the children about different religious pieces of art work to further develop their cultural capital and religious literacy.

Use of Sketchbooks

Sketchbooks are used in the foundation stage through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals

The contents of the sketchbook could include:

- A record of what has been seen
 - Preparatory studies for further work
 - The development of ideas for further study
 - A record of the basic skills development
 - Photograph and other illustrative material to support ongoing work
 - Colour schemes and trials
 - A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
 - Details of something that will be drawn or painted in entirety
 - ICT prints and image manipulations
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- Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Impact

The impact of our Art and Design curriculum is that pupils are able 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.
- By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study

Assessment

We assess the children's work in art and design through observations and questioning during lessons. Through the use of questions teachers can gain an insight into the reasons for the development of ideas and extend understanding further. Supportive and constructive feedback is often verbal and is provided to all pupils.

Teacher's record the progress made by children by assessing the children against essential knowledge, understanding and skills. We use assessment objectives to track children's performance in Art and Design as they progress through school. This helps to inform planning, identifies children who might need additional support and highlights children who need to be challenged further in their learning experience.

Children are also encouraged to evaluate their own work and that of others through self and peer assessment, identifying strengths and areas for improvement.

Monitoring and evaluation

The art co-ordinator and senior management are responsible for observing practice and monitoring the implementation and impact of art teaching and learning. Monitoring throughout the school takes place whereby the subject leader reviews evidence of children's work and undertakes lesson observations.

The Art Curriculum Action Plan is reviewed with the head teacher and staff.

Resources

The Art and Design subject leader is responsible for ensuring the provision and effective use of resources necessary for the high quality delivery of the Art and Design curriculum.

The school has a wide range of art resources to support the learning and teaching across the school. All our classrooms have a range of basic resources available. More specialised equipment is kept in a central store which is only accessible to adults. The resources are updated and replaced when required by the subject leader for art.

Quality online Resources to access:

NSEAD: The National Society for Education in Art and Design – www.nsead.org/home/index.aspx

BBC Bitesize - <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2--ks3-schools-art-and-design/zmd4mfr>

<https://www.bbc.co.uk/bitesize/subjects/zn3rkqt>

V&A resources for teachers - <https://www.vam.ac.uk/info/teachers-resources-for-primary-schools>

The British Museum - <https://www.britishmuseum.org/learn/schools/ages-7-11>

<https://www.britishmuseum.org/learn/schools>

The National Gallery - <https://www.nationalgallery.org.uk/learning/primary-schools>

The Tate - <https://www.tate.org.uk/art/teaching-resource>

Health and Safety

Art materials should be stored in a safe and appropriate area of the classroom. All children are taught how to use materials and tools correctly and safely and recognise the hazards and consequent risks when working with the equipment in practical activities. Teachers make sure children are aware of the need to maintain tools carefully and to return them to the correct location. Any cutting tools are only be used under adult supervision.

If any spillages occur they are cleared immediately to prevent the possibility of children slipping. All children are required to wear an art apron when engaged in practical artwork.

Staff responsibilities

- ♣ Stimulate the children's interest and enjoyment of Art and Design
- ♣ Encourage independent learning in a safe environment
- ♣ Broaden the children's knowledge and understanding of art skills and development
- ♣ Encourage the children to respect the work of others
- ♣ Broaden the children's knowledge of Religious Art
- ♣ Encourage children to think critically about any work that they review
- ♣ Broaden the children's cultural literacy throughout exposure to famous art work
- ♣ Encourage children to work collaboratively
- ♣ Encourage to apply their Holy Cross positive learning behaviours of curiosity, independence, motivation, perseverance, resilience and self-belief