

St. Peter's C of E Primary & Nursery School



Art and Design Policy

Ratification Date: Summer 2023
Review Date: Summer 2027

St. Peter's Vision Statement:

At St Peter's C of E Primary & Nursery School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

We are a TAKE CARE school.

Everyone will take care of themselves - practicing mindfulness and being mindful of their own well being
Everyone will take care of others in their speech and actions. They will be mindful of others.

Everyone will take care of the school - its fabric and reputation.

Everyone will take care of the community through their actions.

Everyone will take care of the wider world through acts of charity.

Our 'Beyond Expectation' attitudes:



Be kind
Be positive
Be respectful
Be forgiving
Be courageous
Be trustworthy
Be yourself!

These Christian values underpin all that we do in school so that our children may live out the Vision of the school.

EQUALITY, DIVERSITY AND INCLUSION STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Intent

Our intention is to provide a stimulating and caring Christian environment in which children are encouraged and nurtured to achieve their full potential. We intend to provide a curriculum which inspires children to be creative and encourage them to develop a greater understanding of the processes and techniques used in a range of artistic medium.

At St Peter's C of E Primary School, we are committed to providing all children with learning opportunities to engage in art and design. The purpose of art and design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

Whilst it is essentially a practical subject, our art curriculum provides opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. Children will be encouraged to think about, reflect upon and evaluate their own and others work. There is great pleasure to be derived from Art and Design and, through deeper understanding, pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

The aims of Art and Design are:

- To stimulate children's interest in and develop a knowledge and understanding of the processes and techniques of different art forms.
- To increase children's knowledge of other cultures and their forms of artistic expression, in so doing, we will teach a respect and understanding of what it means to be a positive citizen living in a multi-cultural world.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to high quality artistic outcomes, across all year groups, therefore developing high expectations of their own art outcomes in all children throughout school.
- To enable children to work artistically in a range of appropriate contexts, using their developing artistic skills, including how to use a wide range of medium, equipment or materials, and the vocabulary necessary to carry out effective creative discussion.
- To be able to apply their knowledge of art forms and use of materials across a broad range of contexts enabling children to choose the correct medium for a specific purpose.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.

1 Curriculum and planning

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through art, the children learn a range of skills, concepts, attitudes and methods of working. Through teacher instruction, pupils will be inspired to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding.

Teachers follow the progressive CUSP curriculum which ensures that new learning is built upon prior knowledge in previous years. Art and Design is planned for mixed year groups in two-year cycles (KS1, LKS2 and UKS2) to engage and excite all our learners.

1.2 Early Years

In the Early years, Art and Design are taught discreetly through three main areas. Imagination and creativity, self-expression and communicating through the arts. Their experience and expression of art is encouraged through both verbal and non-verbal means. Children are encouraged to engage with art through exploration and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in helps to develop their individual understanding, imagination, self-expression, vocabulary and ability to communicate through the arts. Self-expression, through being creative and playing with materials, encourages and supports children's imagination and thinking process development. It allows them to produce new understandings, experiencing the world from different perspectives.

Opportunities to manipulate materials are essential for children to develop their skills and express themselves. We intend to provide a good range of 'open-ended materials' that children can use how they like, constructing, manipulating and transforming them through self-directed play. This allows them to explore and inquire in an active and participatory way, expressing their thoughts, actions and ideas in many different ways. They also learn to appreciate the creative work of a variety of artists producing a range of outcomes in art, music, dance and performance.

1.3 Key Stage 1

During Key Stage 1, pupils will 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 and to record this in their sketch books. 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.

They will be able to do this by working through the CUSP units covering Drawing, painting, printmaking, collage, 3D design and creative response. Each unit also focuses on the work of a specific artist, developing a broad and diverse knowledge of artists and their discipline throughout the two-year cycle.

1.4 Key Stage 2

During Key Stage 2, pupils will 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 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.

As in Key Stage One, pupils will continue to learn about a range of artists, continuing their appreciation and understanding of different artistic disciplines, and the influential work of artists within these areas.

1.5 Reasonable adjustments for pupils with SEND

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities, or the delivery of specific sessions, may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

2 Progression and Continuity

CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson. There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for. Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills and deepen knowledge and

understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.

The CUSP Art and Design curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

3 Assessment and Recording

Assessment of Pupils: The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. Teachers assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit and supported through the use of knowledge notes.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects.
- The Oracy and Vocabulary tasks provide opportunities for teachers to evaluate pupils' ability to: - use artistic language effectively; - explain artistic techniques and processes; - evaluate their own and others' work.
- The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

However, the best form of assessment in art is art in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, teachers will understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

4 Monitoring

Monitoring takes place regularly through teacher assessment, pupil voice and book scrutiny by the Art and Design lead. Governors are involved in monitoring during bi-annual Governor's Monitoring Week through learning walks, discussion with subject lead and work scrutiny.

5 Roles and Responsibilities

The teacher is responsible for preparing and delivering the lesson. The subject is led by a member of staff and each year, time is set aside to review standards, monitor curriculum provision, and ensure training and resources are up to date.

6 Health and Safety

Practical activities, and the use of a range of tools, are an essential part of the Art and Design curriculum. The class teacher, or leader, should plan the use of resources meticulously, with the pupils' safety and welfare paramount. Risk assessments for use of sharp objects or dangerous materials should be completed as per the school guidelines.

7 Resources

The CUSP curriculum provides clear curriculum guidance for teachers, in depth teaching notes and resources as well as knowledge notes and lesson resources for the children. Each class has access to the internet and a range of resources. There is a central storage area which can be accessed by teachers as required where art supplies and materials are freely available. Children are taught about, and encouraged to research a wide and diverse range of artists throughout their school career. Where possible, local artists or artistic groups should be welcomed to visit school to share expert guidance on specific art forms. Visits to local art galleries and museums may be encouraged where links to artists or specific artistic expressions can be found.