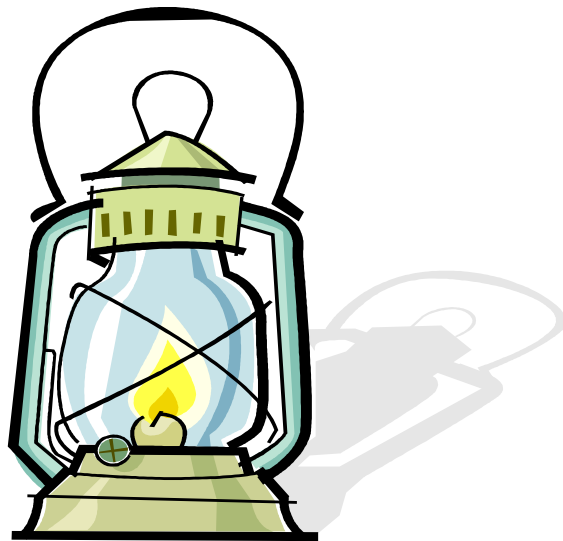




ART and Design POLICY



AUTUMN 2023



“Shine like a lantern in the presence of the Lord.”

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INTRODUCTION

The subject of Art and Design aims to engage, inspire and challenge pupils, giving children the skills and knowledge to produce creative pieces of work. Although Art has many natural links with other areas of the curriculum, it should not be used as a service subject to provide illustrations for other areas. It should be viewed as a fully fledged part of all children's entitlement, equally as important as other foundation subjects.

AIMS

- To give pupils in Early Years and Key Stages 1 and 2 the opportunities to undertake a broad and balanced programme of art.
- To develop visual and tactile sensitivity and encourage children to find satisfaction through the use of their senses.
- To develop children's imagination and creativity.
- To develop children's ability to communicate and express ideas and feelings in creative ways.
- To promote the development of new skills, ideas and concepts and attitudes through the exploration of different materials and technical processes.
- To provide stimulating ideas for art activities, building into successful units of work based on children's experience, knowledge and understanding.
- To look at the potential of art in cross-curricular work.
- To ensure that all children get their full entitlement in art by providing a balanced consistent and enjoyable art curriculum.
- To give the children the opportunity to understand their world by response to first hand experiences.
- To encourage children to take pride in their own work and to appreciate the work of others.
- To encourage the understanding of art as a form of visual and tactile communication, developing a knowledge and appreciation of art in a variety of styles and from a variety of cultures and times.
- To encourage the children to think for themselves and develop self-motivation and discipline.
- To encourage independence and confidence when handling, choosing and using different media and techniques.
- To encourage an appreciation of the styles and techniques used by other artists.
- To recognise and celebrate art as a strength and talent of some pupils over their academic skills.
- To encourage children to form links between Art and other areas of the curriculum.

INTENT

At St Bede's we will inspire our children through high quality teaching to build a passion for all forms of art and design. Our aims are to develop **ambitious** and **confident** children through a broad and balanced curriculum. Our curriculum offers the children the opportunity to **develop** a range of skills, using a variety of different mediums, to create and explore, as well as styles and techniques that they can manipulate.

- Children will be **challenged** when learning how to express themselves through their art.

- They will build on a **can do attitude** with the understanding that what we create is through the eye of the beholder.
- Children will learn how to communicate through art along with discussions with their peers.
- Children will **grow in confidence** when **evaluating** their work learning how changes can make improvements no matter how small or big the changes are.
- Keep **moving forward** with their ideas and suggestions.

IMPLEMENTATION:

Teachers are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- The 3P's to test the children's prior learning and retention.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Trips or online virtual tours. Art galleries around the world offer the chance of a virtual tour.

IMPACT:

Our Art and Design Curriculum is high quality and is planned to demonstrate progression using the Kapow Primary scheme of work. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- A celebration of learning across year groups which demonstrates progression across the school.
- Pupil discussions about their learning.

Role of the Standards Leaders/Leading Teacher for Art

- To review the Art Policy and Kapow Primary scheme of Work.
- To order materials/resources and monitor appropriate usage and storage.
- To advise, monitor and encourage continuity and progression through the school.
- To monitor, organise and review displays around the school.
- To keep abreast of developments and keep others informed.
- To provide support in areas of specific concern to teachers.
- To liaise and monitor children's work and collect good examples of work in the Lead Art Teacher's Folder.
- To carry out pupil interviews to find out more what children are enjoying about the subject and areas that need to be improved.
- To provide opportunities of art related projects/trips outside of school.

Display

This is carried out in accordance with the Display Policy. When topics are being taught the topic wording will be displayed in the classroom.

Progression and Continuity

Children will be encouraged to develop their interest and understanding of art and design appropriate to their ability and skills within each Key Stage.

Progress in art and design can be characterised by:

- Being curious, learning to explore;
- Engagement with the different topics;
- Recognition of different artists and the methods they used to develop their art;
- Through self and peer evaluation;
- Learning new skills;

At the planning stage desirable outcomes are applied to all areas of activity specified in the programmes of study for each key stage.

Reception classes follow the Kapow primary Scheme of work. The Nursery classes follow the Expressive Arts and Design Early Learning Goals in the Early Years Foundation Stage framework. Expressive Arts and Design is split into four stages with set expectations, they are as follows:

NURSERY

Birth to Three

- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Three to Four

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.

RECEPTION

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

ELG'S (Early learning goals) The early learning goals are what the children are working towards when they reach the end of Reception.

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

KS1 and KS2

From Year 1 to Year 6 children follow the National Curriculum that includes 6 elements of art, including drawing, painting, printing textiles/collage, 3-dimensional work and making connections with artists.

Children in Key Stage 1 and Key Stage 2 will cover Kapow Primary units of Art & Design, each week. Art is taught through the Kapow Scheme of Work where skills and knowledge are taught in a set order so that their skills can be progressed to help them have a solid foundation for future skill development with future topics. Teachers are advised to use these plans as a basis as they provide stimulating ideas. The plans are detailed and provide a variety of activity ideas. However, teachers are encouraged to input their own ideas and adapt plans to accommodate the strengths and needs of individuals within their class.

MONITORING and ASSESSMENT

Assessments in Art & Design are carried out at the end of each term Kapow Primary unit. The Lead teacher for Art & Design will update their Lead teacher folder with assessments and monitor on-going assessments throughout the year. Samples of pupil's work and evaluations from teachers and pupils are evidenced at the end of each topic to reflect upon the learning outcomes and next steps from each Plan Bee topic. The Lead Teacher ensures that the Assessments and Evaluations are reflected in their on-going subjects audit and yearly action plans.

SPECIAL EDUCATIONAL NEEDS

These are to be catered for by planning a variety of approaches. Children's progress is carefully monitored to ensure suitably challenging work is given to individuals and groups (in accordance with the Special Needs Policy).

INCLUSION

We will promote racial equality and encourage, support and enable all pupils to reach their potential regardless of race or culture.

Our commitment to equal opportunities is reflected in the aims of our school. We offer equal access for every child to all subject areas in line with the National Curriculum. Our planning and teaching actively reflects an awareness of age, gender, ethnicity and ability across the year groups.

We foster an ethos of mutual respect and esteem for everyone in our community. As a whole staff, we strive to provide positive role models for the children in our care.

ADAPTED OUTCOMES

Planning for adapted outcomes is incorporated into the Schemes of Work and should include the following strategies:

- Open ended common tasks for all children
- Stepped tasks within a lesson or unit of work

- Child grouping/pairing
- Different resources for individuals or groups
- Teacher support tailored to individual or group's needs.

Adapted outcomes must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

The main feature of effective adapted outcomes is good planning, resulting in effective teaching and learning with children making good progress.

Organisation of Art Resources in the School

In EYFS, you will find all our classrooms have a recognised 'Art Area'. Along with access to an art area in the outdoor provision. The art area contains a well-stocked trolley/unit that is easily accessible for children to use throughout the day.

KS1 and KS2 pupils access a range of activities and resources.

In **Reception** and **Nursery** resources include:

- paintbrushes of various sizes as well as sponges
- selection pencils and felt tips
- water pots and mixing palettes
- spreaders and scissors (including left-handed)
- ready mixed paint in a wide variety of colours
- chalk pastels
- collage materials
- pva glue, glue sticks and sticky tape
- Oil pastels
- Wide range of paper and card, (including different coloured paper)

KS1 and **KS2** resources are kept in the Resources Room it includes:

- paintbrushes of various sizes
- selection of drawing media
- water pots, palettes, (including water colour)
- spreaders, scissors (including left handed)
- ready mixed paint in a variety of colours
- charcoal
- pastels both oil and chalk
- PVA glue
- water colours
- textile materials
- display resources
- collage materials
- books about Artists and Art techniques
- selection of Art papers, card and foils

Health and Safety

Tools and equipment should be kept in good condition and stored safely. Correct use of cutting tools will be taught to children. Glass containers are not to be used for water at any time.