



Art and Design Subject Leader: **Lorna Robinson**

Date policy written: September 2023

Date approved by the full Governing body: September 2023

Governor: Mrs Louise Benney

Date to be reviewed: September 2026

ART and DESIGN POLICY

'Let Your Light Shine'

Matthew 5:16

At St Peter's we believe that all our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.

VISION AND PURPOSE



At St Peter's we seek to realise the potential of each individual in a supportive and caring environment. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, and in partnership with the family and community, encourage all positive aspects of education and social development. Together we strive for high academic standards and to provide a wide variety of experiences to promote interests, life skills, confidence, and responsibility now and for later years.



ART INTENT

The principles for teaching Art at St Peter's CE primary school are:

- To provide equal access to develop skills, knowledge and understanding
- To provide equality of opportunity for every child to experience a wide variety of materials and inspire creativity through fostering a 'can do' attitude towards Art
- To experience the work of artists and craftspeople; to consider preferences and know how art shapes our history and culture
- To be challenged and inspired to create and experience high quality art experiences which create positive learners willing to experiment and persevere in all learning
- To critically evaluate the work of artists and explain opinions drawing upon their own artistic knowledge of technique and tools
- To encourage appreciation for the work created by all children and celebrate the work of their peers

At Chorley St. Peter's we aim:

- To develop pupils' observational skills and artistic techniques.
- To increase pupils' knowledge of art and artists.
- To enable pupils to review art work with understanding and develop the ability To question and discuss; to build a language of art

- To increase pupils' confidence when working with a variety of media; to make increasingly informed and creative choices of media, tools and techniques.
- To develop pupils' imagination and creative expression and foster an enjoyment of Art and Design and to enhance their self-esteem.
- To develop pupils' awareness of the beauty within the natural and man-made environment.
- To incorporate increased opportunity for the appreciation of Art outdoors
- To extend, through Art, other curriculum areas, planned within a creative curriculum map.
- To use the work of children and artists to enhance the environment at St. Peter's and celebrate work from all classes
- To train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.



STRATEGIES FOR IMPLEMENTATION

Aspects of Teaching and Learning

Time-tabling and planning at Chorley St. Peter's ensures that:

- Each child will investigate and experiment with a wide range of media whilst at St. Peter's; drawing, painting, sculpture, textiles and collage.
- Each child will explore a range of stimuli to help develop their own ideas, from their own observations and recordings to looking at artists' work.
- Children will learn to communicate ideas and feelings in visual and tactile forms based on what they directly observe, remember and imagine.
- Children will explore the language of art.
- Each child will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Children are encouraged to modify their work in the light of its development and their original intentions.
- Pupils' learn to review and express their thoughts about their purposes including a range of materials and processes. They are encouraged to develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.
- Pupils are encouraged to use sketch books to enhance work in both KS1 and KS2 (National Curriculum stipulates only KS2 yet we will develop the importance of drawing and investigating throughout both Key Stages).
- Pupils are encouraged to develop their skills in pattern, texture, tone, line, shape and perspective.
- Pupils' are introduced to the characteristics of art in different cultures and different historical periods.
- Pupils are encouraged to make imaginative use of other artists' work and to reflect this in their own work.
- Each class has regular, weekly class lessons involving whole class, groups and Art Club allows for more adventurous projects as well as explore the individual interests of it's members.
- To facilitate the use of the outdoor classroom and wider school environment.
- Building on KS1 experiences, children will refine and gain a mastery of skills throughout KS2.
- Provision is made for children with different learning abilities through a variety of tasks and responses.



STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the following documents:

- The National Curriculum 2014
- Statutory Framework for the Early Years Foundation Stage 2021

Other important documents from which teachers are guided include:

- Key Learning documents (KLIPS) produced by Lancashire Literacy Advisory Team.



INTERGRATING ICT INTO THE SCHEME OF WORK

At Chorley St. Peter's, all children are given the opportunity to use a variety of information and communication technology resources for creating, manipulating and storing images.



INTERGRATING LITERACY INTO THE SCHEME OF WORK

At Chorley St. Peter's, pupils will:

- Develop their early fine motor skills by experimenting with tools and materials
- Develop their speaking and listening skills through discussing their own work and the work of other artists and peers.
- Use language to explore and express their ideas and feelings about art and the process of creating.
- Develop their ability to listen, understand and respond to others, celebrating successes and providing points for development.
- Use fiction, poetry, R.E. as artistic starting points.



INTERGRATING NUMERACY INTO THE SCHEME OF WORK

At Chorley St. Peter's, pupils will take part in artistic activities and tasks which support the development of numeracy:

- Translation and rotation of images in printmaking
- Tessellation
- Manipulation of 3-d into 2-d representations
- Estimation of sizes



PLANNING AND RESOURCING

Our school's long term plan outlines artistic development and progression of artistic skills across all Key Stages. Teams use KLIPS for art and design to provide coverage of skills and progression from KS1, LKS2 to UKS2.



ASSESSMENT, RECORDING AND REPORTING

We assess the child's artistic development through assessments which are diagnostic, formative and summative.

Diagnostic and formative assessments are part of the teacher's lesson plans (short term plan) and the summative assessment is made at the end of each module of work.

Recording children's achievements and progress is accomplished in a variety of ways:

- Individual assessment sheets with year group specific skills identified and highlighted when achieved
- monitoring sketchbooks
- interviews with children discussing their art experiences
- displays
- photographs
- whole school projects and termly competitions
- written evidence through children's evaluation sheets
- annual report to parents, on the child's progress and attainment is informed by the summative assessments
- judgements against age expectations are recorded on the Lancashire Tracker
- subject leader analyses tracker data and reports to Governors over the year through governor visits and reports



MECHANISM FOR MONITORING AND REVIEWING

The Art and Design subject leader monitors the implementation of this policy by supporting the class teachers in using the scheme of work. Access and availability of accommodation and resources are regularly checked and informal discussions with colleagues help to ensure regularity of lessons and focused teaching objectives.



INCLUSION

At Chorley St. Peter's, we aim to:

- Provide for all children so that they achieve as highly as they can in Art according to their individual abilities.
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.
- Identify SEND and provide suitable support during Art activities.
- Select children who are working at Greater Depth as 'Art Ambassadors' who will assist the subject leader in the organisation of school Art competitions.
- Encourage the talent and skill of Art Ambassadors through encouraging those children to assist during class Art lessons and support their peers.
- Choose learning objectives which are related to the aspect on which the whole class is working.
- Modify teaching plans/equipment so that all pupils can access the subject.
- Use Art from a range of genres and origins so that children's experience of Art is broad and all cultural groups feel they are included in the art curriculum.



EQUAL OPPORTUNITIES

At Chorley St. Peter's, all children are provided with equal access to the Art curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.



HEALTH AND SAFETY:

Staff and pupils are asked to consider the safety of themselves and others at all times. During lessons, pupils will be taught how to use tools and materials safely and how to care for equipment.



ROLE OF SUBJECT LEADER:

The Subject Leader at Chorley St. Peter's (currently L.Robinson) is responsible for improving the standards of teaching and learning in Art:

The Subject Leader will:

- Monitor and evaluate Art through pupil interviews, planning and book looks, analysing the use and content of sketchbooks and displays. This will follow the school monitoring timetable.
- Take the lead in policy development.
- Audit and support colleagues in their CPD by leading training.
- Offer advice and assist colleagues through offering team teaching sessions or modelled lessons.
- Purchase and organise resources.
- Maintain the upkeep of Art resources in the allocated space.
- Keep up to date with recent curricular Art developments.



THE GOVERNING BODY

Regular reports are made to the governors on the progress of Art provision and to our Art and Design Governor.

This policy will be reviewed every three years or in the light of changes to legal requirements.



CONSULTATION, MANAGEMENT AND REVIEW

Regular, allocated time is afforded to the subject leader for Art. Throughout the year, the leader has planned opportunities for learning walks, work sampling monitoring, planning monitoring as well as pupil interviews to ascertain how effective the teaching of Art is across the whole school. The information and evidence gathered through these procedures is relayed to the Head Teacher and used to inform the proceeding action plan for Art across school to address any areas of development.

To ensure that Art is being taught in accordance with this policy, staff are able to request lesson demonstrations, offered opportunities for team teaching as well as attend staff meetings where ideas for planning sequences, use of resources and information on recent updates are shared by the subject leader.



CONCLUSION

The Art Policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

L Robinson (September 2023)

Date approved by Governors (October 2023)