



ART Policy

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This policy remains valid until an updated policy has been approved by the FGB.			
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1. Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of Art & Design. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The Policy should be read in conjunction with the Scheme of Work and skills progression which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, school governors and parents.

Why is this area of learning important?

The arts are essential in life, they are the embodiment of human imagination, the record of human achievement and the process that distinguishes us as human beings. Teaching children Art and Design provides them with a root to success. Encouraging and developing artistic talent increases self-confidence and self-understanding, it enhances and improves both cognitive and communication skills. Children will develop transferable skills, in creative thinking and team work which will boost academic achievement, leading to enhanced well-being and self-esteem.

Why do we teach Art & Design at St Peter's Primary School?

Art lessons teach creativity and innovation, providing multiple answers to problems. Encourages mistakes and experimentation, allowing them the opportunity to question, reflect on their own thoughts, feelings and values whilst develop respect for the views of others.

Here at St Peters Primary School our lessons are structured to enhance children's knowledge of materials, processes and techniques, whilst offering access to the work of other artists and designers and exposure to some of the most powerful achievements of human culture.

2. Aims and Objectives

Learning in this area should include Sketchbook development. Our aims for the teaching and learning of Art & Design are for the pupils to:

- To use materials, tools and processes from a variety of media
- To handle materials effectively
- To recognise elements of design in works of Art
- To experiment, problem solve and make mistakes.
- To organise and develop ideas
- To refine and complete artistic work.
- To acquire and apply a working vocabulary.
- To be able to think critically of their own work and that of others
- To be able to annotate and evaluate work.
- To deepen understanding by relating artistic ideas to societal, historical and cultural contexts
- To gain a sense of own identity and discover strengths and talents.
- To enhance confidence and self-esteem.
- To provide a range of opportunities to perform.
- To develop successful learners who enjoy learning, make progress and achieve.

3. Curriculum organisation

The progression of skills document clearly outlines the essential skills and techniques that need to be taught within the Year groups 1 to 6.

The skills check list is a tool to ensure that year groups are covering the required skills and developing and building on these skills throughout the key stages.

Children will be given opportunities to learn through real experiences; teacher prepared materials, the work of other artists and educational visits. Children are encouraged to respond and explore, potentially children will take their work in their own direction.

They will also be given opportunity in each lesson to annotate their work expressing their own views and opinions and developing their critical thinking.

Within classes pupils are taught as a class, within a group and individually according to the learning task or need. A variety of appropriate teaching styles are employed for each lesson.

Art & Design is carried out in classrooms. Non-teaching assistants, parents or local practising artists may all be involved in Art & Design activities.

4. Teaching and Learning

4.1 Essential Knowledge

Children should build secure knowledge in the following:

- How creative ideas can be developed in response to different stimuli and imaginative thinking.
- How different Art & Design forms communicate and evoke moods, thoughts and ideas.
- That designing, creating and performing require discipline, control, technique and practice.
- How and why people from different times and cultures have used the Art & Designs to express ideas and communicate meaning.
- That accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed.

4.2 Key Skills

These are the skills that children need to learn to make progress:

- Explore, investigate and experiment, techniques, approaches, materials and media from a range of stimuli and starting points.
- Create, design, devise, compose their individual and collective work.
- Improvise and refine in order to improve their capability and quality of their Art & Design work.
- Present and display their work to a range of audiences, to develop and communicate their ideas and evoke responses
- Use Art & Design-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

4.3 Breadth of learning

- Children should learn about how art and designs are created and enjoyed today, how they have changed over time, and the contribution they make to our lives and culture.
- How art and designs are used and valued in different cultures and traditions should also be explored.
- Children should learn how to combine Art & Design forms imaginatively and in complementary and enhancing ways.
- They should exhibit for a range of audiences, and work with artists in and beyond the classroom.
- They should be introduced to the appropriate language of Art & Design.
- In Art & Design children should be involved in design, craftwork and fine Art & Design on a variety of scales, working in two and three dimensions and exploring line, shape, form, colour, texture and pattern.
- They should develop their understanding through visits to galleries and exhibitions.

4.4 Planning the Art & Design Curriculum

Planning is the responsibility of the class teacher together with support from the Art & Design Leader.

Planning is used to:

- set clear achievable goals;
- ensure work is matched to pupils' abilities, experience and interests;
- ensure progression, continuity and subject coverage throughout the school;
- provide criteria for assessment and evaluation of teaching and learning.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Roles and Responsibilities

5.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to by all staff.

5.3 Subject Leader

The Art & Design Subject Leader is responsible for:

- the development and monitoring of the Art & Design Curriculum
- providing teachers with support and advice
- updating the School's Policy and Scheme of Work, and Subject Action Plan for the School Development Plan
- leading in-service training activities, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.
- Subject monitoring – books, planning scrutinies, lesson drop-ins, pupil voice interviews

5.4 Class teachers

Teachers will be responsible for the planning and teaching of Art & Design using the KS1 and 2 skills progression and Art & Design overview for each individual year group. Where appropriate, Art & Design activities should be cross curricular and linked to the termly topic.

Children should have opportunities to enhance their understanding of Art & Design through links to other areas of learning and to wider issues of interest and importance, particularly in exploring the past through paintings, finding out about other cultures through their music and drama, and learning about different communities from the way the Art & Designs are organised and used.

Early Years will follow the guidelines in the framework for Early Years Foundation Stage.

6. Computing

Pupils will be given opportunities, where appropriate, to use iPads, to access the internet for research purposes or develop their skills in creative programmes such as "Sketchbook".

7. Safeguarding and equal opportunities statement

St. Peter's, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, physical disability, learning difficulty, emotional/mental health), religious or political beliefs. St. Peter's School aims to:

- Provide equal opportunity for all
- foster good relations, and create effective partnership with all sections of the community
- take no action which discriminates unlawfully in service delivery, commissioning and employment
- provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff

8. Assessment, Attainment and Progress

Teachers will use the year group skills check-list to ensure that skills are being introduced, taught and practised.

These check- lists are used to record evidence of pupil's development and will provide enough information to inform the next year teacher of progress made or attained.

Art in its nature is subjective and this is reflected within the assessment criteria, in that the effort and attitude of the pupil is assessed rather than their ability.

Both these record sheets will be of use in preparing the annual report to parents and also in checking attainment levels at the end of each year.

Consistency of assessment across the school is supported by discussion and consultation between staff, guided by the Art Leader. The Art leader monitors teaching and progress

Assessment of the pupil's achievements will be by the Art teacher through observations of the work produced and discussions with pupils. KS2 pupils will contribute self-assessment through the annotation of their sketchbooks.

When assessing Art the focus should be on the process, experimentation, decision making, investigation and response to other artists and designers, development of sketch books and the collaboration of ideas resulting in a finale piece.

Parents are informed of their child's progress and achievements through annual reports and by the availability to view sketchbooks at parent consultations, open evenings or on request.

The development of the school "Newsflash" is another way parents can celebrate the Art work produced within the school.

9. Resources and Displays

Each classroom houses basic Art & Design equipment, water pots, paint trays and paint brushes. All paint brushes and other 'wet' equipment should be thoroughly cleaned before being replaced into its place of storage.

Each classroom is also equipped with basic art materials, 2B pencils, watercolour or ready mixed paints, oil pastels and coloured pencils. Other more specialised materials are stored in the general art cupboard except for clay which is housed in the kiln room.

The Art leader is responsible for ordering and storing art resources and equipment needed to deliver the Art & Design curriculum. Class teachers are expected to inform the Art leader should they require stock replenished.

Art work should be constantly on displays this does not necessarily have to be completed pieces of work, it could be photocopies of sketch books. The emphasis is on supplying a creative environment, rather than necessarily completed selective pieces.

11. Monitoring and Review

This policy will be monitored on a three yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

12. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning policy
- Presentation policy
- Marking & Feedback policy

- Health and Safety policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Behaviour policy
- Safeguarding and Child Protection

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by / date	Approved by / date
2019-20	Updated document to new format and to ensure Inclusion statement was current	Sections 6, 7, 8, 9, 10	DM 04/19	
2024	updated computing links Update assessment section to reflect current practice	6 8	KF & DM 10.3.24	FGB 20.3.24