



ART AND DESIGN POLICY

This policy is informed by the Christian values that are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

St Matthew's C of E Primary School

Date agreed by LGB	Review date	Signed Chair of LGB
Dec 2020 draft		

Intention

At St Matthew's we believe that art, craft and design embody some of the highest forms of human creativity. Our art curriculum provides our pupils with the opportunity to develop a range of skills and experiences through the explicit teaching of skills and the provision of cross-curricular opportunities such as visual literacy stimuli, the sketching of historical artefacts and geographical features and the use of art to express themselves to support their emotional, mental and social development. Children are introduced to the work of great and notable artists, designers and craft makers to help develop knowledge and vocabulary linked to skills. Our children are encouraged to take risks in their work and reflect on what worked and what didn't in a safe, creative environment.

Implementation

At St. Matthew's, we ensure that our pupils are given the opportunity to develop a range of skills progressing year on year. This is done through the teaching of four units per year in which skills are taught explicitly, alongside further opportunities woven through our creative curriculum; high expectations; quality planning (see format below); a progression of skills; trips and visiting experts who will enhance the learning experience and monitoring by the subject leader.

Impact

Our children become proficient in the use of a range of techniques and are inspired to express themselves through a range of media. The children are provided with the opportunity to celebrate their own successes and that of their peers.

Appraise	Practice	Piece	Evaluate
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Aims

- To produce creative work, exploring ideas and recording experiences;
- to become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- to evaluate and analyse creative works using the language of art, craft and design;
- to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. (The National Curriculum in England (DfE) 2014)
- to promote the teaching of numeracy and literacy within all subjects;
- to share good practice within the school;
- to work with other schools to share good practice in order to improve this policy.

Provision

By careful planning we aim, from nursery onwards, to train the children to be independent and organised and to give them the confidence to select their own tools and materials for a given task. We are developing new, whole-school themes in accordance with the National Curriculum 2014 and underlying these developments, there is a structure of skills and techniques in art and design that will be taught in order to ensure continuity and progression throughout the school.

EYFS

In the foundation stage, children follow the EYFS curriculum. This curriculum focuses on three prime areas of learning and an additional four specific areas of learning. Art and design is part of 'expressive arts and design', which is a specific area of learning.

During this stage, children sing songs, make music and dance, and experiment with ways of changing them. In addition, they use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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.

KS1

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;
- 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.

KS2

Pupils will be taught:

- to develop their techniques, including their control and 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.

SEND and subject leadership support statement

At St. Matthew's we believe that every subject leader is a leader of SEND. When designing the curriculum, we think about all pupils and how to enable access for all. We have children with need in all four areas identified as: cognition and learning, social, emotional and mental health needs (SEMH), communication and interaction needs and sensory and/or physical needs. To help all our children to SHINE we ensure that lessons are planned and include all children through a range of approaches including: questioning, use of specially adapted equipment, increased scaffolding, mixed ability grouping and increased adult support including 1:1 where applicable.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional

language, and we take all reasonable steps to achieve this. For further details, see also the special educational needs policy.

Assessment

The children's art and design work is assessed using teacher judgement by reviewing the progression of work over a curriculum unit in sketchbooks (sketchbooks are shared with D&T) against the school progression of skills map for that year group/key stage. Evidence may include sketches, drawings, idea-recording, planning, comments written by students about their work or photographs of children during lessons, pictures the children themselves take as inspiration or photos of the final pieces of work. These sketchbooks will follow the children up through their years at St Matthew's as an ongoing record of their development and achievement in art and design.

At the end of the year, teachers are required to provide feedback to the subject leader about the number of children working towards, achieving or exceeding expectations.

Teachers are required to provide quality feedback and extension by the end of the topic / unit of work. This can be provided on the back of the piece of work where appropriate, or on a post-it note adhered to the page so as not to impinge upon the child's work.

Monitoring and review of the subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the headteacher and the SLT.

Standards will be monitored by:

- looking at pupils' work;
- skills demonstrations – video clips recorded by the class teachers and demonstrations for subject leader;
- subject observations;
- pupil discussions;
- audit of subjects;
- scrutiny of planning;
- general curriculum discussions;
- teacher discussions, with support and professional development provided where applicable.

Contribution of the subject to other areas of the curriculum

Art is a subject in its own right and has specific skills and knowledge that need to be taught and learnt. Once learnt, these skills can be applied across the curriculum to support work in other subjects, such as science, maths and D&T.

Art and design encourages creative thinking and provides our children with an alternative way to express themselves that can then be applied across the curriculum.

Resources

General art, craft and design resources are stored in classrooms. Special materials needed by teachers should be requested from the subject leader, well in advance of when it is planned to use them. Where budget constraints allow, any additional materials teachers require for the delivery of their planned units will be ordered before the unit of work commences. Resources are upgraded and replenished when the need arises. A bi-annual stock-take and audit is undertaken by the subject coordinator towards the end of the school year, ready for the start of the next year.

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