**Our Vision**   
Through an enriching and nurturing environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready to progress.

### **Belonging** We create a welcoming environment where all children feel they belong, regardless of their artistic ability. By encouraging personal expression and celebrating diversity in artistic styles, we ensure that every student’s creativity is valued, and they feel confident in sharing their work with others.

**Serving**Art teaches students to serve others by sharing their creations, telling stories, and communicating ideas visually. Through collaborative projects and exhibitions, children learn how their art can inspire and connect with others, fostering a sense of community and contribution.

**Succeeding**We provide opportunities for every child to succeed in their artistic journey. Through structured and flexible learning, students develop technical skills, creativity, and confidence in their artistic abilities. We celebrate each child’s progress, ensuring they are empowered to reach their full potential in the arts.

In summary, our Art Policy is designed to ensure that every child feels they belong, can serve others through their creativity, and is supported in succeeding as an artist.

**Introduction**  
At Banks St. Stephen's, we are committed to providing every child with the opportunity to succeed in reaching their full potential through an enriching and nurturing environment. We embrace Christian values and ensure all children feel they belong and are ready to progress.

Art and Design at Banks St. Stephen's is more than just drawing and painting. It's a vital part of learning, nurturing creativity, and helping children to succeed academically and personally. Through art, children develop essential skills like communication, problem-solving, and critical thinking. They learn to express their ideas and emotions, fostering a deeper understanding of themselves and the world around them.

**Aims**The aims of Art and Design are:  
• To enable all children to have access to a varied range of high quality art experiences  
• To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children  
• To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.  
• To stimulate children’s creativity and imagination by providing visual, tactile and sensory experience  
• To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live  
• To develop children’s understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings  
• To inspire confidence, value and pleasure in art  
• To cultivate children’s aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments  
• To teach children to express their own ideas, feelings, thoughts and experiences  
• To develop children’s design capability  
• To enhance children’s ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

**Curriculum**  
The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

**Early Years**  
During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

**Key Stage 1**  
During Key Stage 1, Art and Design is about expanding children’s creativity and imagination through providing art, craft and design activities relating to the children’s own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

• Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.  
• Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: ‘What is it like?’ ‘What do I think about it?’

**Key Stage 2**  
During Key Stage 2, Art and Design is about fostering children’s creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children’s experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

**Progression and Continuity**  
The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children’s knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists’ work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

**Art and design curriculum planning**  
At Banks St Stephens our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

**Progress and Achievement**  
Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each-other’s work using vocabulary related to the skill taught, evaluation, self-assessments, monitoring achievement against objectives and success criteria, the use of talk partners and

end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

**Assessment and Recording**  
At Banks St Stephens assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made.

**Monitoring**

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children’s work are also collected. Monitoring takes place regularly through sampling children’s work, teacher planning and lesson observations and conversations with our subject ambassadors.

**Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

**Resources**  
There are a wide range of resources to support the teaching of art and design across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some other equipment, including books are kept centrally. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.