



## Read St. John's Art and Design Policy

**'Sowing the Seeds of tomorrow; growing in the light of the Lord'**

**At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.**

This policy outlines the intent, implementation and impact of the teaching and learning of all aspects of the art and design curriculum. It has been written by the subject leader Carolyne Entwistle and reviewed by the headteacher and governors. The subject is led by the subject leader and the staff as a whole and each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

### **Intent**

This policy states our intent to develop children's enjoyment and confidence when experiencing and creating art and design work. To teach children to explore and record experiences and ideas. To plan, design, improve and evaluate work using a range of resources, tools and materials. We intend that children will develop the necessary skills to create a range of artwork as they progress from Reception to Year 6. These progressive skills will be taught, developed, evaluated and reinforced through a range of opportunities in art and design lessons and drawn upon across the curriculum. They will be encouraged to take risks and to experiment. They will have opportunity to share their work in a public forum.

Children will look at historical artists and develop their knowledge of artists, crafts people and designers and they will learn to make informed judgements and aesthetic and practical decisions. They will learn about the roles and functions of art and design and they will start to explore the impact it has on our lives and how it was done, viewed and appreciated at different times or in different cultures.

## **Implementation**

A **skills progression document** and **topic map** for art shows that coverage is balanced and builds on previous learning. Children's needs and interests are also taken into account when planning.

We use a variety of teaching and learning styles in our art and design lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer questions. Children take part in discussions, and they present their work to the rest of the class. They engage in a wide variety of art and design tasks. Wherever possible, we involve the children in 'real' art and design activities, e.g. Christmas card designs, painting stones to decorate the village, sketches of the church for use in church events. 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

Art and design, at our school, teaches skills progressively from Reception through to Year 6. This can be viewed in the many displays around school or in the children's art and design books. Skills in the areas of digital media, painting, printing, textiles, 3-D and collage make up the scheme of work from which the teachers planning takes place. Art and design in school is taught discretely and across the curriculum, where appropriate, to ensure creativity and challenge. Children's needs and interests are also taken into account when planning. Art and design books record the development of children's work. End results are celebrated in displays and assemblies, to which parents are invited. An art club provides further opportunity to develop skills. Work from the club and from across school will be displayed in our gallery event, to which families are invited to view.

In all classes suitable learning opportunities are provided for children with differing abilities. A range of strategies are used to achieve this:

- Open ended tasks may be set where children can succeed with different responses.
- Tasks that increase in difficulty may be set that allow different children to complete a task at different stages.
- Differentiated tasks may be set for children working in ability groups.
- A range of challenges, support and resources may be provided.
- Specific children may be supported or further challenged by additional adults in the classroom who have been involved in planning.

## **EYFS Curriculum**

Expressive arts and design objectives set out in the EYFS Statutory Framework document underpin the planning in Reception. This relates to creative development experiences in art, music, dance, role-play and imaginative play. Creative opportunities are planned, by the class teacher, across all the areas of learning to develop skills and knowledge. Plans are often led by the children's needs or interests. This range of experience encourages Reception children to make connections between one area of learning and another and so extends their understanding. It also prepares them for developing their appreciation of and abilities in art and design as they progress through school.

Children also have the freedom to select resources and develop art and design skills independently.

## **National Curriculum**

At Read St John's we use the Lancashire themed booklets as the basis for our planning. This enables us to make cross curricular links when possible.

The school uses a variety of teaching and learning styles in art and design lessons. Teachers ensure that when children are investigating and making something this includes exploring and developing ideas. Children are encouraged to develop their work and to critically evaluate their own ideas and methods (and those of others) in a positive way. This is done through whole class teaching, individual and group activities. Within lessons children are given opportunity to work on their own and in various groups to collaborate with others on 2D and 3D projects of different scales. Children use a wide range of resources and materials including ICT.

### **KS1**

By the end of KS1 the children will know, apply and understand the matters, skills and processes specified below:

- 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 some artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### **KS2**

By the end of KS2, children will have developed their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design by being taught:

- to create art 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.

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

**Spiritual development:** Through helping the children to recognise their creative thinking and innovation they are also developing self- confidence and belief in their abilities. When studying human achievement, creativity and the natural world, children are exposed to wonder and mystery. This develops self- expression and the confidence to ask How? Why? and Where?

**Moral development:** Through helping the children to develop an awareness of art, craft and design in the world, they also find out about how it influences and affects people in different ways and any associated moral dilemmas. (e.g. political art or graffiti etc.) It also encourages children to value the environment and the resources it creates. In turn, helping them to make informed choices and to appreciate artistic talent, skill and aesthetics.

**Social development:** Through helping the children to appreciate the need to consider the views of others personal responses to art and design, they will develop a greater depth of knowledge and understanding in this subject. Furthermore, teamwork, sharing and respect for others will develop.

Art and design also promotes equality of opportunity and is celebrated in our displays, assemblies and the presentation of the Art Trophy.

**Cultural development:** Art and design from different times and cultures is evaluated in terms of aesthetic appreciation, purpose and use; thus developing an appreciation of how other cultures have contributed to art, craft and design in our own lives. This, in turn, enhances our tolerance and understanding of diversity and ways in which art and design can improve all our lives.

### **Assessment, Monitoring and Moderation**

At Read St. John's, assessment is an integral part of the teaching process. The assessment of children's work, using the relevant assessment frameworks, is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor.

### **Health and Safety**

Children are taught to handle tools and resources sensibly and with care, at every opportunity. Educational visits, that include looking at artefacts or resources, follow our educational visits policy. Staff are aware that an orderly learning environment is a safe environment. Online safety is integral to any research that children may undertake and they are taught about this continuously.

### **Resources**

Resources are many and varied to meet the needs of the curriculum. The art coordinator audits resources, organises and orders stock in discussion with colleagues. Resources are kept in a central location and are easily accessible to staff.

### **Impact**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of responding to and understanding the world. It enables children to communicate what they see, feel and think. It enables children to be involved in shaping their environment and to become creative and critical thinkers, as well as problem solvers. Art and design can be a calming and rewarding experience, contributing towards mindfulness and a clearer understanding of oneself, others and the world around us. At Read St. John's we provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to using the various senses. The activities that they take part in are imaginative and enjoyable.

The impact is demonstrated through the children's learning outcomes by the end of KS2. They:

- use what they have learnt about art and design in original ways, thinking about uses and purposes
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- can demonstrate their knowledge of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

This policy was written in September 2022 and will be reviewed in September 2023