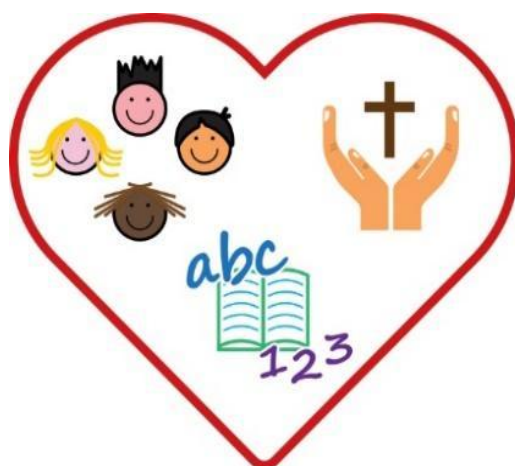


ST. MATTHEW'S C.E. PRIMARY ACADEMY



Art and Design Policy

Reviewed: Autumn 2024
By: Mrs Danielle Hatton

Date of next review: Autumn 2027

St Matthew's Church of England Primary Academy and Nursery

Art and Design Policy

Mission Statement:

St. Matthew's C.E. Primary Academy and Nursery is dedicated to providing an education which enables every child to fulfill their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our Academy family.
We can all '**Be blessed by God, be happy and aspire to be...**'

Introduction

Art & Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils can use colour, form, texture, print and pattern and feel materials and process; to communicate what they see, feel and think. Art & Design is a foundation subject.

Aims

To develop and extend pupils visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world, the National Curriculum for Art and Design aims to ensure that all pupils:

- 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;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Objectives

- To provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self-esteem;
- To develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience;
- To foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions both expressively and in design;
- To develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources;
- To encourage pupils to evaluate and review their work and that of others, both individually and in a group;.
- To provide pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas. ;
- To develop pupils' understanding and appreciation of art and design as a positive force within their everyday life;
- To encourage pupils to respond to, and articulate opinions on art, craft and design and sculpture and use a specialist art vocabulary when describing their work and ideas.

Differentiation and Special Needs

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Art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome. However, care in the planning of lesson content for the support of special education needs, including the very able, will ensure that they are provided with a task that suitably matches their ability. Differentiation in art may be achieved by modifying the task, language and stimulus or by providing extension activities.

Entitlement/Balance/Breadth

In KS1 and KS2, children are predominantly taught through the Kapow Scheme of work which is designed with four strands that run throughout each series of lessons. These are; making skills, formal elements (line, shape, tone, texture, pattern, colour), knowledge of artists and evaluating. Pupils are given the opportunity to practise discrete Art skills within set units which are then revisited throughout the year. This allows pupils to revise and build on their previous learning. Each planned unit is flexible enough to be adapted to form cross curricular links where relevant. Where the Kapow scheme of work is not being used, a tailored unit of work is planned in collaboration with the Class Teacher and subject lead./ These units fit the cross curricular links with other subject areas and develop Art skills.

We will ensure that in any Key Stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, and 3D design are covered. We will ensure that pupils develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials. Pupils will develop skills in manipulating a range of art and design media using a diversity of scale. Opportunities will be provided for them to respond to themes and starting points, which will be, planned to develop skills in systematically applying the visual elements of art. The curriculum will allow opportunities for a range of art to be covered, covering all the National Curriculum targets thus showing progression throughout the Academy. The study of work of artists, craftspeople and designers from the locality, the past and the present (both Western and non-Western) will be an integral part of practical art and design activities.

To ensure progression

Each unit of Art work begins with a mind map and a set of questions linked to the unit being taught. Pupils will have the opportunity to answer these questions at both the start and end of the unit. This will therefore show which skills and knowledge have been gained by the end of the unit of Art. The questions will cover both knowledge and skills.

In Key Stage 1 activities should introduce pupils to different ways in which the ideas and feeling are presented in a visual form.

1. Explore and develop ideas by drawing, collecting ideas, talking about them and recording them in our sketch books. Sketch books will be passed throughout Academy beginning in reception so that progression can be seen within the child's journey throughout Academy.
2. Try out a range of materials and tools for drawing, painting, collage, textiles, digital, media and printing.
3. Think and talk about our ideas as we work so that we can change things if we want to.
4. Learn and understand about colour, line, texture and shape by exploring them.
5. Look and talk about the work of other artists, craftworkers and designers.

In Key Stage 2, activities should extend pupils' understanding of how ideas and feelings are communicated in visual form. They should investigate the use of artistic elements in practical work including:-

1. Investigate, record and develop our ideas by collecting information in our sketch books
2. Learn to use different materials and tools (including ICT) to create our art work
3. Adapt our own work after discussing, comparing and learning from our own and others work
4. Learn more about the visual and tactile elements such as colour, line and shape etc and how to use them

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5. Look at art, craft and design work from different times and cultures and use this to help in developing our own work.

should be taught to give attention to the work of other artists, craftworkers, architects and designers in different times and cultures. (Western and non-western)

Early Years Foundation Stage

Refer to EYFS goals/policies/guidelines.

Health and Safety

Will be taught to use materials, tools and equipment safety in line with the Academy Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing, dyes, clays and plaster and be taught to clear away practical materials responsibly. Teachers will ensure that appropriate methods of cleaning waste materials at the end of lessons are followed especially important for clay, plaster and dyes. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature.

Assessment, reporting and recording

Assessment opportunities will be identified when planning. Children will have regular verbal teacher assessment with work submitted in sketch books. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate.

In KS1 and KS2, Class Teachers use formative assessments throughout the year, providing regular oral feedback to children throughout their lessons. Teachers use this information to identify gaps in learning to ensure children are supported and challenged appropriately, including those with SEND.

Class Teachers will complete an Art assessment proforma stating which pupils have met the learning objectives for the end of a unit of work. Class Teachers will also inform the subject lead of what went well during the unit and what could be improved on/changed next time.

The Role of the Subject leader

- Ensuring progression of skills are covered in each year group.
- Monitor planning.
- Review the needs of art and design.
- Support teachers in promoting high standards.
- Ensure full list of equipment and resources.
- Ensure good Health and Safety practise is followed.
- Follow yearly Action Plan.

Resources

Centralised Art stock cupboard providing specialist Art resources to be regularly re stocked to support teaching and learning of Art and Design throughout Academy. Resources included in the stock cupboard are as follows:

Sketching pencils

Oil pastels/chalk pastels

Acrylic paints

Water colour paints

Clay/clay tools

Plaster/mod roc

Fabric paint/printing blocks/rollers/inks

Drawing models

Glass paint

Mosaic tiles/adhesive

Backing paper

Borders

Coloured paper/card

Glitter

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Tissue
Cellophane
Felt
Craft materials

Review

The effectiveness of the teaching and learning in art and design will be regularly monitored by the Headteacher and Subject leader. Subject leader will look at the environment, lesson plans, observe lessons and interview children yearly. The subject lead will also use the Art assessments and mind maps of units of work to inform future teaching and learning of the subject. This will determine any support needed and will form an action plan to continue high standards are maintained the following year.