



St. Nicholas C of E Primary School

Art & Design Policy

Our Vision Statement

“To maximise the learning potential of every pupil within the love of God.”

Date reviewed: September 2020

Reviewed by: R. McGuinness

Approved by Headteacher: C. Taylor

Date of next review: Autumn 2023

1 Statement of intent

St Nicholas Church of England Primary School understands that art helps to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. Our school is committed to encouraging pupils' curiosity and creativity, allowing them to think critically and develop a thorough understanding of art and its place in the world, including how it reflects our history and contributes to the culture, creativity and wealth of our nation.

By teaching art, we aim to ensure pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing and painting, sculpture and other art techniques.
- Can evaluate and analyse creative works using the language of art.
- Know about great artists and understand the historical and cultural development of their art forms.
- Enjoy an active involvement in art.
- Have the confidence and skills to communicate their ideas through their artwork.
- Have opportunities to experience a broad and balanced range of art activities and show progression within these.
- Become visually literate and able to identify and apply the key elements of art.
- Are given equal access to the experience of art, regardless of their gender, race or disability.

2 Roles and Responsibilities

2.1 The subject leader is responsible for:

- Reviewing changes to the national curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of art, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in art.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of art to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in art.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art to other curriculum areas, including cross-curricular links and extra-curricular activities.

- Collating assessment data and setting new priorities for the development of art in subsequent years.

2.2 The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' art skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Displaying pupils' artwork in a way that enhances the learning environment and promotes a variety of ideas and designs.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach art.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

3 National Curriculum

3.1 Curriculum objectives

The art curriculum will allow pupils to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions, and on a variety of sizes and scales.
- Experiment with a variety of different materials - helping to understand their potential, become familiar with their characteristics and develop confidence and competency when working with them.
- Select materials and decide how they will use these in the work they are undertaking.
- Understand and use the language of art when relating to their work and the work of others.
- Develop an increasing ability to analyse and record the world around them.
- Understand and apply the basic principles of art, including line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record observations in sketchbooks.
- Be realistic about their own abilities in art and recognise their successes as well as areas for development.
- Evaluate and discuss the outcome of their own work against the set criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work.

- Recognise the different approaches taken by artists in their work.
- Recognise that art differs from culture to culture and reflects the times in which it was produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to express their world.

3.2 KS1

Pupils will be taught:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work.

3.3 KS2

Pupils will be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.

Specifically, pupils will be taught:

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials.
- About great artists in history.

4 Equal Opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our Equal Opportunities Policy ensures all pupils are able to achieve their potential in all areas of the curriculum. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the art curriculum is differentiated for these pupils, in line with the school's SEND Policy. The planning and organising of teaching strategies for art will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage. The school aims to maximise the use and benefits of art as one of many resources to enable all pupils to achieve their full potential.

5 Cross-curricular links

5.1 English

Art enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work. Pupils can compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers. Pupils can use art when creating and drawing images and designs in their English work, e.g. when creating stories with pictures.

5.2 Maths

Art contributes to the teaching of maths by enhancing pupils' understanding of shape, space and measurement.

5.3 PSHE

Art is used to encourage pupils to discuss their feelings about their own work, as well as their peers' work, and explain their work methods and approaches.

5.4 SMSC

Teaching art offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons. Art helps pupils to develop respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings. Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists.

5.5 ICT

Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas. Pupils can record their observations and manipulate them through editing or painting software to create their own designs. Pupils can use the internet to explore famous artists and designers.

6 Health and safety

Pupils are allowed full access to a wide range of materials in art, to maximise their learning experience; however, health and safety concerns are inherent with this subject, including storing materials and tools, and the use of equipment. The risks of each task and the tools required will be assessed by the classroom teacher and subject leader before lessons. All tools and equipment will be checked before the start of every lesson by the classroom teacher. Pupils will be taught to use tools and equipment properly by the classroom teacher before use. They will also be fully briefed on the importance of how to correctly use tools and equipment.

7 Teaching and learning

7.1 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 something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole class 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, and 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 ICT.

7.2 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:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

8 Assessment for learning and recording

8.1 Teachers assess the children's work in art by making regular assessments using the Skills Progression, the termly Year Group Assessment Grid and the National Curriculum. They record the progress that children make by assessing the children's work against the learning objectives for their lessons, this evidence is either photographs and discussions, which are added to the Curriculum scrapbook or individual work which is completed in their personal sketchbooks. Children are expected to take part in the evaluation of their work through self and peer assessment.

8.2 As a school we participate in various art exhibitions, creative weeks and competitions as appropriate. The art co-ordinator works with other members of staff to select work for exhibition and is responsible for its display. This provides an excellent opportunity to celebrate pupil achievement.

9 Resources

9.1 The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources. The school library contains resources and topic books to support pupils' research. The art budget covers the cost of materials and replacement tools. Class teachers are required to maintain the tools and equipment in their classrooms. Pupils may occasionally be

asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this. Display walls are utilised and updated in accordance with the area of art being taught at the time. At the start of each school year, the subject leader will assess the school's art tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary.

10 Monitoring and review

This policy will be reviewed every two years by the subject leader and Headteacher. Any changes made to this policy will be communicated to all members of staff. All members of staff directly involved with teaching art are required to familiarise themselves with this policy. The next scheduled review date for this policy is October 2022