

# St Saviour's C of E Academy

## Art and Design Policy

### Summer 2021

#### **Art and Design Intent Statement**

At St Saviour's Academy we believe that every child is an artist. We aim to engage, inspire and challenge pupils to create their own works of art, craft and design, applying the skills and knowledge that they develop over time.

Lessons are planned around an overall theme and are taught in conjunction with other subject areas, giving the children a wider understanding of the historical and social context of their art studies. Sketch books are used to develop ideas, record observations and to support the pupils to investigate evaluate and analyse creative works, including those of great artists, craft makers and designers from history.

Teacher knowledge impacts positively, ensuring children know how art and design both reflect and shape history, and contribute to the culture, creativity and wealth of nations.

#### **Curriculum Design**

The Art and Design progression document is derived from the National Curriculum aims and objectives:

#### **Aims**

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.

#### **Key stage 1**

Pupils should 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

## **Key stage 2**

Pupils should 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, craft and design.

Pupils should be taught:

- 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.

## **Progression Document**

Our Art and Design progression document is designed to meet the aims of the National Curriculum, enabling pupils to develop their knowledge and skills over time. As a pupil progresses through Key Stage One and Key Stage Two, they will be introduced to new techniques and skills, building upon what they have learnt in previous year groups, ensuring that leave at the end of Key Stage Two as proficient artists with an appreciation for, and enjoyment of, the subject. The progression document ensures that the main areas of art (see below) are covered and taught at least once every two years.

Every art unit teaches the objectives from the 'Exploring and Developing Ideas' and 'Work of other artists' sections of the progression document alongside one (or more) of the main areas of art.

The areas of art that the children will encounter are as follows:

- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing

Key vocabulary that the children should be able to use and understand is outlined in each of the above areas.

## **Teaching and Learning**

The majority of the art curriculum is taught within the context of a topic. This gives the pupils a purpose to their studies and enables links to be made with other subject areas, such as history, geography and design and technology.

A planned unit of art lessons follows the following four stage cycle:

### **1) Developing understanding and knowledge of artists and designers**

(Sketchbook)

- Discussing and commenting on the work of an artist or craft maker
- Answering questions about artwork (How does it make you feel? Why? What do you like?)
- Investigating the techniques of used by an artist (What do you notice? How have they achieved that?)

### **2) Exploring Ideas** (Sketchbook)

- Generating ideas (What could your art include?)
- Experimenting with techniques (inspired by other artists)
- Making modifications
- Developing and trying skills (e.g. mixing different tones)
- Sketches (making improvements)
- Reviewing their own ideas (using artistic and visual vocabulary) What works? Why is this sketch better than the first attempt?

### **3) Creating** (producing a final piece using ideas developed in sketchbook)

### **4) Evaluating** (against an agreed success criteria)

- Comment on their finished artwork. What do they like? What would they change? What did you do?
- Using artistic and visual vocabulary

Using the Art and Design learning mat, learning objectives are shared with the pupils during each lesson, and specific and relevant vocabulary is introduced and discussed by the teacher with the whole class.

During the unit, the teacher and the pupils devise a success criteria for the final piece, informed by the art they have studied.

The artists and craft makers studied should be diverse, including those from range of backgrounds, ethnicities and genders.

## **Planning**

The Art and Design Progression Document outlines the knowledge and skills objectives to be taught in each unit of art. Teachers use this document to form the basis of a medium term plan which is designed to incrementally develop

the key learning for each topic in a coherent and logical way.

Individual lessons are planned using the flipchart template, which includes the use of the Art and Design Learning Mat. It is expected that teachers amend their planning during each lesson, where necessary, and throughout the unit as a result of formative assessment.

### **Assessment**

The teacher submits an overall judgement (below, working towards, expected or greater depth) for each pupil at the end of each art topic, based on the following evidence:

- Final piece of artwork (informed by success criteria)
- Sketchbooks
- Discussions during lessons

As art is a creative subject, there is a degree of subjectivity when assessing. Teachers should ensure that all artwork is appreciated and that creativity is encouraged and celebrated. Because of the personal nature of art, it is important that pupils feel confident to experiment and express themselves. Our response to their work must be positive whilst also encouraging the children to think about how they can progress or improve their work. It is important that the fundamental skills required to produce competent pieces of art are rigorously taught and mastered by the pupils.

Pupils will use the agreed success criteria to self-assess their artwork by reflecting on what they have done well and what they would change or improve during the 'Evaluating' stage of the unit. This can be developed through discussions with the teacher and their peers.

During transition meetings, teachers will share and discuss any assessment relating to Art and Design to inform future planning.

### **The Role of the Art and Design Subject Leader**

The subject leader will:

- Support planning of Art and Design throughout the school
- Develop CPD opportunities for staff, including leading staff meetings
- Monitor resources in the school in terms of consumable materials, equipment etc.
- Liaise and arrange visits from local artists and suggestions for visits to galleries and exhibitions
- Keep a record of 2D and 3D art activities throughout each academic year in a portfolio
- Help to organise whole school Creative Arts Weeks