



Art and Design Policy

At St. Mary's, we believe that in everything, we should do it to the best of our abilities. For every child we want health and happiness, excellence, high aspirations, increased resilience working together as a team: that is at the HEART of everything we do. This is mirrored by our art and design curriculum, which is planned and taught so that pupils are able to reach their full potential.

Intent

Our curriculum builds progressive core knowledge and key curriculum concepts using a range of learning skills and subject skills. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences. It enthuses their imagination and is a fundamental means of personal expression.

In teaching art and design, we want:

- To enable all children to have access to a varied range of high-quality art experiences and stimulate children's creativity and imagination
- To nurture 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 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 teach children to express their own ideas, feelings, thoughts and experiences
- 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.

Implementation

At St Mary's, we use a variety of teaching and learning styles to deliver art and design lessons. Each year group completes at least three art topics throughout the year which is taught through either a weekly lesson or in a block. Units of work in the curriculum focus on the different substantive concepts in art and different types of art.

In this context, substantive concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, collage or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism). The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles and printmaking) introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art.

The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. The work of famous local, national and international artists are explored to enhance the children's learning.

Early Years Foundation Stage

We encourage creative work in the Foundation Stage. We link the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. 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.

They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

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.

Pupils are 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 between different practices and disciplines, and making links to their own work.

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.

Pupils are 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.
- 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.

Class teachers are responsible for planning the curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate them appropriately. They do this using their professional knowledge and expertise, sharing best practise and providing support for each other, focussed on outcomes for individual pupils.

Subject leaders and senior leaders are responsible for designing the progression in core knowledge, skills and concepts into year group plans. They ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring the outcomes can be achieved by all pupils.

Impact

By the end of each Key Stage, all children can apply and understand the skills, knowledge and processes they have been taught so that they are proficient in drawing, painting, sculpture and other art, craft, and design techniques.

We measure the impact of our curriculum through the following methods:

- Interaction with pupils during discussions and related questioning
- Day to day observations
A celebration of learning in the form of displays
- Pupil discussions about their learning (pupil voice); which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- The outcomes of learning serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

Class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements. They use this information to analyse how effectively pupils are achieving or exceeding expectations and to adapt planning accordingly. Teachers provide subject leaders with timely summative information about the outcomes of pupils in their class.