



# **Art and Design Policy Document**

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# Art and Design Policy

## Shining With the Light of Jesus

### Intent

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.

At Brinscall St. John's, the intention is that children gain a firm understanding of all elements of art and design through drawing, painting, sculpting, and crafting and by developing and mastering a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space with a range of materials. Our children will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We understand that a high-quality art education can inspire and engage pupils, allowing them to express their creativity. Our children will be given opportunities to give opinions, make choices, and solve problems relating to the art they explore and create.

It is our intention that children's mental and spiritual health will be fostered through an appreciation of and connection to art, and that they will develop a love and understanding of art which will benefit their wellbeing beyond their time at our school. We want our children to understand the value and importance of art in the wider community and recognise the global power of art, ultimately enabling them to use art to shine with the light of Jesus. Spirituality will be developed through ideas of appreciation, nurturing the spirit, appreciation, empathy, and washing away from the soul the dust of everyday life.

Through focused art sessions and further links throughout the whole curriculum, we aim to provide children with regular opportunities to solve art problems when working independently and collaboratively so that they build their self-confidence, self-expression and sense of achievement, and progress to the next level of excellence.

### Implementation

Rooted in the National Curriculum, our art and design curriculum is built around artists and genres of importance to our students and teachers and is enriched by cross-curricular links. Units of study begin with reading and talking about artists and genres, followed by students analysing and appraising existing artwork, developing a range of skills and techniques, creating artwork, and reviewing and evaluating creations. The elements of art are taught in our classroom lessons so that children can use art skills, terms, and vocabulary fluently when appraising, creating, or evaluating artwork.

Children learn how to use a range of media and tools as they create their own artwork using inspiration from a selection of artist, sculptors, and crafters from a variety of genres and historical significance. Within this, they are given the freedom of choice so that they develop their individuality and personal expression. This in turn leads to opportunities to develop their

ability to solve problems regarding their choices. Arts and cultural experiences are further widened through visitors and educational visits, often with links to other areas of the curriculum.

Through analysing and creating art, children will discuss and share their thoughts and feelings on the links to spirituality.

## **Impact**

Whilst at Brinscall St. John's, children have access to a varied art and design programme, which allows them to discover and develop areas of strength, as well as improve in areas of weakness. Beginning with EYFS, they build on their previous learning and grow a sense of achievement and self-confidence. They are creative thinkers who understand how and why art is created and viewed. They use art as a source of inspiration and support for mental, physical and spiritual health. Our children continuously develop their skills in drawing, painting, sculpting, and crafting, and they know that it is a form of individual expression as they shine with the Light of Jesus.

## **Curriculum and school organisation**

### **Foundation Stage/Reception**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Key Learning – these are the skills we will work on throughout Reception:

- Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.
- Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.
- Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.
- Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.
- Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
- Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.

## **Key Stage 1**

In Key Stage 1, we aim to develop children's creativity further through providing art, craft and design activities that relate to the children's own identity and experiences, natural and man-made objects and materials with which they are familiar and the locality where they live. The children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand using colour, shape and space, pattern and texture to represent their own ideas and feelings. The children will be encouraged to ask and answer questions about the work of artists, designers and craftspeople. We aim to progress pupils' skills in manipulating tools and equipment to create work and use their imagination are essential, developing and embedding fine and gross motor skills by teaching pupils how to use a range of tools competently.

## **Key stage 2**

During Key Stage 2, we will prioritise securing depth and mastery of pupils' practical knowledge as we aim to develop the children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities which will help develop their understanding of the diverse roles and functions of Art and Design in the locality and in the wider world. Our emphasis on practical knowledge will encompass multiple applications, such as drawing representationally, drawing expressively, and drawing unconventionally. Children will improve their control of materials, tools and techniques. They will become more confident in communicating what they see, feel and think. Their critical awareness will develop so they will be able to discuss the roles and purposes of art in different times and cultures. We will prioritise securing depth and mastery of pupils' practical knowledge, such as different artistic methods, techniques, media, and materials. We will give significant time for deliberate practice. To mitigate the impact of Covid, we may revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative outcome.

## **Planning Art and Design through the National Curriculum**

The focus of the units planned is to provide opportunities for all children to enjoy and succeed in Art and Design. The objectives and skills identified in each unit of work should be planned for to ensure progression. Each unit provides the teacher with suggested activities and areas for focus. The teacher develops ideas working on a cross-curricular approach. With careful planning, Art and Design tasks can, for example, provide opportunities for children to develop and apply their literacy skills and understanding. Linking subjects across the curriculum enhances the work and makes the learning more meaningful to the children, giving it purpose. The teaching of the units will need to be adapted to ensure that all children are working at the correct level. The teacher should identify the children who are more able or needing support because they have special educational needs, and the evidence should be in their planning. All children should participate fully and be able to demonstrate their achievements.

## **Information Technology (IT)**

At St John's we provide the opportunity to use IT in ways that will enhance children's learning in Art and Design. The use of IT can help children's learning in Art and Design by:

- Providing additional equipment and tools to help them produce and manipulate images and play around with ideas and possibilities for the creative use of materials and processes.
- Making it possible for them to document the stages in the development of their ideas, by using a digital camera, enabling them to share this with others and review and develop their work further.
- Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers.
- Extending the possibilities for sharing their work with others via e-mail and other media, and developing a gallery on the school website.

## **Use of a sketchbook**

All children from Reception class to Year 6 will be encouraged to develop the habit of working in a sketchbook. The sketchbook should be passed up to the next teacher so the children can continue working in the same book.

An ongoing sketchbook is useful for:

- Recording their learning and achievement.
- Working out ideas, plans and designs, eg. ideas for 3D work.
- Using as reference as they develop ideas for their own work.
- Looking back at and reflecting on their own work.
- Keeping a visual record of their observations made from a range of first-hand experiences.
- Personal notes analysing the methods and techniques used by different artists, craftspeople and designers.
- Personal notes about a visit to a gallery or museum.
- Cuttings and images that may influence their work.

## **Resources**

The art co-ordinator audits resources annually and orders the resource requirements for each class, for their specific units of work. These are kept in the classrooms and shared when required. A stock of paints, collage materials, printing inks and rollers are kept in the photocopying room and hall cupboards. A range of papers and paper borders are available from the shelving in the photocopying room. Artist packs and art books are kept in a central area.

## **Assessment and monitoring**

The art co-ordinator collects and monitors unit plans from all year groups, ensuring that our whole curriculum offer for art and design matches our children, our context, and our setting, and is clearly linked to the whole curriculum plan. The art co-ordinator makes classroom observations to assess the quality of teaching. The co-ordinator will be looking for certain attributes in a lesson: teacher's subject knowledge and their basic skills, use of time and resources, teacher expectations, assessment procedures, and that EYFS foundations are built upon and secured throughout school in art and design. It should also be evident that skills and practical methods are

being taught progressively through school. The art co-ordinator scrutinises individual pieces of work and displays around the school. The co-ordinator will also have discussions with children about their work. The art co-ordinator keeps photographic evidence of a range of artwork, these are also useful for future reference.

At the end of the summer term of each year, children will attempt to copy a drawing of a tiger on a designated sheet which will track their progress from year to year. The sheet will contain the original image of the tiger and the attempts made to draw this tiger from Reception through to Year 6.

### **Features of progression in Art and Design**

Extending the **breadth** of content by providing opportunities for children to:

- Respond to personal, social and environmental issues within the broad themes of 'themselves and their experiences'.
- Participate in an increasing range of practical experiences of art, craft and design. Engage with art, craft and design in a variety of genres, styles and traditions.

Increasing children's **depth** of knowledge and understanding of:

- Visual and tactile elements of line, shape, pattern, texture, colour, tone and space.
- The materials processes used by artists, craftspeople and designers.
- The role of art, craft and design in different times and cultures.

Improving the **quality** of children's response and outcomes through the development of:

- Practical and technical skills.
- The ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meaning.
- The ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

### **Features of good attitudes and response to learning in Art and Design are;**

- Pupils will work independently and with others, listen to others and treat them with respect.
- Pupils can be creative, flexible and show perseverance.
- Pupils can critically evaluate existing products, their own work and that of others.
- Pupils develop a respect for the environment and places of interest, such as art galleries.
- Pupils develop their cultural awareness and understanding and appreciate the value of differences and similarities.
- Pupils develop an understanding that all people are equal regardless of age, race, gender or ability.
- Pupils find enjoyment, satisfaction and purpose through creating and developing curiosity.
- Pupils are given the opportunity to shine.

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*Matthew Gibbins, Art and Design subject leader*

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