ART AND DESIGN POLICY

Ratified by Headteacher 16th May 2019
Next Review Summer 2021
AIMS AND OBJECTIVES
Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern through different materials and processes. Pupils become involved in shaping their environments through art and design activities. It contributes to their emotional and intellectual development and extends their skills of planning, designing and manipulation. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- to enable pupils to record from first-hand experience using their own visual environment, and from imagination, and to select their own ideas to use in their work;
- to develop creativity, individual expression, imagination, visual vocabulary and understanding through a range of complex activities;
- to improve the pupils’ ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures and to respond thoughtfully to these;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers;
- to make informed evaluations of their own and others’ work.

TEACHING AND LEARNING STYLE
The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the pupils’ knowledge, skills, creative expression, 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 pupils. They encourage pupils to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give pupils the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Pupils also have the opportunity to use a wide range of materials and resources, including ipads and chrome books.

We recognise the fact that we have pupils of differing ability in all our classes, and so we provide suitable learning opportunities for all pupils 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 pupils complete all tasks;
- grouping pupils by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual pupils or small groups.

ART AND DESIGN CURRICULUM PLANNING
At St. John’s School we have devised our own scheme of work relating to the National Curriculum programmes of study as the basis for our curriculum planning. We have developed the scheme to maintain and extend the high standards of Art and Design already evident in our school. It takes into account the aspect of mixed aged classes, progression and our own local environment. Our local environment is often used as the starting point for aspects of our work.
We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the areas covered in each term during the key stage, operating on a two-year cycle; our art and design subject leader works this out in conjunction with teaching colleagues in each class.

The six topics are:

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<th>Drawing</th>
<th>Painting</th>
<th>Printing</th>
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<tr>
<td>Textiles</td>
<td>3D/Sculpture</td>
<td>Clay</td>
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Our medium-term plans are taken from the Art and Design scheme of work and give details of the units of work for each of the six topics. The plans define what we will teach, what resources will be needed and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for keeping and reviewing these plans.

We plan the activities in art and design so that they build upon the prior learning of the pupils. While we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the pupils as they move up through the school.

THE FOUNDATION STAGE

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five. The children’s learning includes art, music, dance, role-play and imaginative play. The range of experience encourages pupils 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. Pupils experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

CONTRIBUTION OF ART AND DESIGN TO TEACHING IN OTHER CURRICULUM AREAS

It is expected that Art and Design activities will naturally be evident in other areas of the curriculum. The scheme of work is designed to give the pupils a range of Art and Design experiences which they can then develop and use in other areas of the curriculum. The appreciation of artists’ work is often developed within other curriculum areas. In the light of this, the Art and Design scheme of work becomes an integral part of the whole curriculum, fitting naturally in to other topic cycles in both Key Stages.

**English** - Art and design contributes to the teaching of English in our school by encouraging pupils to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other pupils, and to say what they think and feel about them. Literacy work often provides an exciting stimulus for Art and Design.

**Mathematics** - Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the pupils’ understanding of shape and space through work in two and three dimensions.
Information and communication technology (ICT) - We use ICT to support art and design teaching when appropriate. Pupils use software to explore shape, colour and pattern in their work. Pupils collect visual information to help them develop their ideas by using ipads to record their observations. Pupils use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) - Art and design contributes to the teaching of some elements of PSHE. Pupils can express their emotions, thoughts and feelings through Art and Design. The pupils discuss how they feel about their own work and the methods and approaches used by others. Sometimes they have the opportunity to meet and talk with artists whilst undertaking their work.

Spiritual, moral, social and cultural development - The teaching of art and design offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other pupils and encourages them to collaborate and co-operate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople throughout the world. In conjunction with our Christian ethos, pupils can also develop a sense of wonder at the beauty of the natural world.

History - Topics such as Tudors, Victorians or Stone Age provide a range of opportunities for developing work in Art and Design.

R.E. - Aspects of R.E. such as portraits of Jesus and Mary, festivals and celebrations can provide excellent stimuli for Art and Design.

TEACHING ART AND DESIGN TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

We teach art and design to all pupils, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs.

We enable pupils to have access to the full range of activities involved in learning art and design. Where pupils are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

ASSESSMENT AND RECORDING

We assess the pupils’ work in art and design whilst observing them working during lessons and during discussions of each others’ work. Teachers will be aware of the progress made by pupils against the learning objectives for their lessons. The teacher makes an annual written assessment of progress for each pupil, as part of the pupil’s annual report to parents. We pass this information on to the next teacher at the end of each year.

MONITORING AND REVIEW
The monitoring of the standards of pupils’ work and of the quality of teaching in art and design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The schools’ monitoring procedure involves looking at samples of work and teachers’ planning.
## Progression of skills: Art and Design

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<th>Year</th>
<th>EYFS</th>
<th>Year 1</th>
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<td>Use the senses to explore a range of materials and media. Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features. Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas. Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</td>
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<td>Use a wide range of visual and tactile techniques to suit the intended purpose, including the use of computer packages. Use a framing device to isolate areas of images including the foreground, background and focal point. Use a wide range of techniques to create a range of effects. Create a composition showing a moving figure.</td>
<td>Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks, computer packages. Use simple photographic techniques for recording and creating work. Combine a range of effects to support multi media projects. Create a composition showing a moving figure.</td>
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<td>Use the senses to explore a range of mark-making media, e.g. thick, thin, ready mix, powder, poster, water colours. Use a wide range of tools to create different textures. Use an increasing range of tools to make marks, e.g. brushes, rollers, palette knife. Use different kinds of paint to make marks, shapes and patterns. Talk about what happens when colours are mixed.</td>
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<td>Printing</td>
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<td>Explore what happens when colours are mixed together. Use a range of cotton, felt etc. materials. Explore the use of a range of modelling materials. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</td>
<td>Talk about a range of modelling materials. Use the senses to explore the use of range of materials. Use everyday objects to make marks in modelling materials. Talk about a range of materials and patterns.</td>
<td>Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc. Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc.</td>
<td>Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay. Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.</td>
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<td>and dark shades of colour.</td>
<td>Talk about and explore a range of modelling materials.</td>
<td>Reproduce a range of patterns using everyday natural and man-made objects. Use string to create symmetrical string pulled pictures.</td>
<td>Use a variety of printing techniques and methods, e.g. mono/black printing techniques and various screen printing methods.</td>
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<td>Create a 3D model using a range of modelling materials. Roll and shape clay to produce a coil pot and relief tiles. Recreate detailed prints and patterns based on the surface of natural and man-made objects. Use tools to create sliding patterns.</td>
<td>Create free-standing 3D models using different materials. Shape and form clay to produce a slab pot or container based on a basis 3D shape. Mix and combine a range of different materials and tools to create surface texture and impressions. Create effective relief and radiating patterns.</td>
<td>Create and use shapes and patterns in nature, the environment and different cultures and times. Talk about geometric, symmetrical and asymmetrical patterns. Create surface texture using rollers, sponges, engraving and by printing from an inked surface. Make a 2 part paper stencil. Make a 2 colour block print.</td>
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<td>Create increasingly complex 3D forms using a wide range of materials. Use a wide range of techniques to join, combine and shape clay. Apply a range of techniques to the surface of clay, e.g. spraying, slipping and sponging. Mix and combine a range of materials to create effective 3D models and collage</td>
<td>Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Talk about and evaluate a wide range of complex patterns, e.g. the work of Escher. Create complex surface textures by mixing and combining techniques. Make a multi-layered stencil. Make a multi-coloured block print.</td>
<td>Use a variety of printing techniques and methods, e.g. mono/black printing techniques and various screen printing methods.</td>
<td>Use quilling, wire, padding and appliqué to support 3D projects. Create a simple paper pattern including accurate measurements. Use blanket stitch, herringbone and embroidery. Recreate and use the techniques of important crafts people throughout history. Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</td>
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