



ART AND DESIGN POLICY

Ratified by Headteacher	16 th May 2019
Next Review	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

Intent

1. **Self** - We want our pupils to have the confidence to work creatively and imaginatively to communicate using a range of art materials and processes.
2. **Others** - We want our pupils to learn about and appreciate artists within our culture and local community.
3. **Wider world** - We want our children to have skills and knowledge to adapt to the ever-changing world considering historical and modern art.

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:

Drawing	Painting	Printing
Textiles	3D/Sculpture	Clay

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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigating and exploring	Use the senses to explore a range of materials and media. Use marks and pictures to express thoughts and feelings. Talk about the differences and similarities of the work of artists, craft makers and designers.	Talk about, describe and draw simple images and artefacts. Use simple drawings and sketches to record ideas, thoughts and feelings. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods.	Make drawings in a sketchbook of artefacts and images adding notes where appropriate. Explore and respond to direct sensory experiences, memory and imagination. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.	Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate. Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments. Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas	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	Use a wide range of visual techniques and secondary sources of information to support the development of projects. Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas. Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their work.	Use and combine the visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings. Make informed and critical comments about own and other peoples' work. Show critical appreciation of the work of local, national and international artists, designers and craft workers from different cultures and historical periods.
Drawing	Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. Make marks using a wide range of media, e.g. pencils, chalk, charcoal	Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to describe thoughts and feelings. Make a range of marks using a wide range of tools	Talk about the drawing tools and techniques used to share ideas. Use a wide range of different lines, e.g. thin, bold, faint, wavy, broken etc. Create simple drawings based on things observed in order to create designs. Use a viewfinder to select and record shapes and images.	Talk about the visual and tactile qualities of drawing and painting media. Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes. Use line drawings to show the size and relationship of shapes. Use a viewfinder to isolate and record parts of an image. Draw the outline of a simple figure.	Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional. Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer. Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape. Create a composition showing more than one figure.	Apply appropriate 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.	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.
Painting	Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc. Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc	Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours. Use a wide 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	Use an increasing range of paints to create different textures. Use an increasing range of painting tools and simple techniques. Identify the primary colours needed to mix all secondary colours. Experiment with the production of light	Use a range of tools to apply paint, and create pattern. Combine paint and other materials effectively to create detail and texture. Mix shades of primary and secondary colours. Identify complementary colours	Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques to create different effects. Use knowledge of colour families to create contrast. Create light and dark tones.	Select and apply a wide range of appropriate painting techniques, giving reasons for choices. Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc. Use a range of brushstrokes to indicate changes in shape and form.	Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.

	Explore what happens when colours are mixed together.	together.	and dark shades of colour.				
3D Modelling	Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc	Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc Explore the use of a range of modelling materials. Use a range of tools to create marks and patterns.	Talk about and explore a range of modelling materials. Shape and join clay to make a thumb pot using slip and impress prints. Recreate prints and patterns based on the surface of natural and man-made objects. Use tools to create linear patterns.	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.	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.	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, stippling and sponging. Mix and combine a range of materials to create effective 3D models and collage	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.
Printing	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	Talk about a range of printing materials and tools, e.g. found objects, potato prints etc. Use an increasing range of everyday objects to create marks and patterns. Use string to create symmetrical string pulled pictures.	Talk about and recreate patterns in the environment. Make prints and patterns using everyday natural and man-made objects. Cut a simple shape into card to create a stencil. Use string and glue to make a simple printing block	Compare and recreate shapes and patterns in nature and the environment. Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. Make prints based on surfaces taken from the environment. Make a simple paper stencil. Make a simple printing block.	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.	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 Esher. Create complex surface textures by mixing and combining techniques. Make a multi-layered stencil. Make a multi-coloured block print.	Use a variety of printing techniques and methods, e.g. mono/block printing techniques and various screen printing methods.
Textiles	Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. Use a range of every day fabrics and materials to create pictures	Talk about a range of textiles and materials e.g. plain patterned, textured etc. Plan and create multi-media pictures and collages. Use a range of materials to create large-scale models, weavings and collage. Create simple symmetrical patterns. Use a bobbin to create a simple wool chain.	Use and talk about natural and man-made materials. Draw a simple picture to represent a plan. Use a range of materials to create pictures and collage. Create a simple repeating pattern, e.g. over, under, over, under. Use a card loom.	Apply one material to the surface of another a material (appliqué). Create a simple design and transfer the main shapes to a paper pattern. Use running stitch. Talk about the work of important crafts and design people. Make a simple loom and use different materials to produce a range of weft threads	Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc. Create a simple paper pattern including a seam allowance. Use overstitch and cross stitch. Talk about and recreate the techniques of important crafts and design people throughout history. Create a range of weft patterns on a range of different sized looms.	Use quilting, 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.	Work with textiles using a variety of materials, tools and techniques, e.g. painting, dyeing, weaving, felting, stitching, quilting, applique and collage.