



St Cross Policy for Art and Design

At St. Cross Catholic Primary School, we intend for every child to consider themselves an artist. We believe that Art and Design are not only central to our school's curriculum but central to the growth and development of imaginative and emotionally literate young people.

In EYFS, the children explore different tools and techniques to create art and design worked linked to every specific and prime area of learning. Skills are explicitly taught through adult directed focussed lessons and pupils are provided with an abundance of opportunities to develop these key skills further through their child initiated learning. The art and design skills developed in the early years create a secure foundation for children to flourish throughout the rest of their time with us.

In KS1 & KS2, the judicious use of The Art & Design in Suffolk, Scheme of work supports our teaching of Art and Design. Across each year group the pupils study 6 units which aim to build upon the specific artistic techniques of Drawing, Painting, Printmaking, Collage, Textiles, and 3D. The scheme ensures progression and continuity of learning experiences from Year 1 to Year 6 and develops the children's skills, knowledge and confidence. As well as being heavily skills focussed, the units of work also expose children to a range of artists from Britain and around the world.

Our school's emphasis on quality artwork is further reinforced through engaging classroom learning environments that showcase our pupil's talents.

Art days are highly anticipated event in the school calendar each year where the whole school fully immerses themselves in the artistic world. The theme changes each year but children from Reception to Year 6 create individual, small group and whole class art and design projects which all come together in the KS2 hall on the Friday to create an Art exhibition open to families and children.

The policy document forms part of a detailed scheme of work that includes long and medium term plans for Art and Design.

DEFINITION:

At St. Cross Catholic Primary School, it is our firm belief that to enhance and enrich all children's learning, a strong art and design curriculum is essential.

- The teaching of art and design, are taught to provide a richer learning palette, and at times enabling pupils to make cross-curricular links.
- Through our creative, interactive and stimulating learning environment, we celebrate pupil achievements and encourage their varied talents within the arts.

"Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge



pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

CURRICULUM TEACHING OVERVIEW:

Early Years Foundation Stage

During Early Years, pupils explore and use a variety of media and materials through a combination of Child Initiated and Adult Initiated activities. All children have opportunities to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials. Developing their understanding 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.

National Curriculum Subject Content

Key Stage 1

During Key Stage 1, Art and Design is about nurturing children's creativity and imagination through providing a wide range of Art and Design activities. Pupils will learn:

- 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.
- 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 expanding children's creativity and imagination by giving them all the opportunity 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. Children will learn:

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials- pencil, charcoal, paint, clay.
- The work of great artists, architects and designers throughout history.



- Students in Year 5 and Year 6 will create sketchbooks to record their observations and use them to review and revisit ideas.

CURRICULUM OVERVIEW

In order to implement the national curriculum expectations, the planning and teaching of Art and Design is supported by the Suffolk scheme of learning.

The curriculum plan comprises 6 half-termly units of work for each year group from Year 1 to Year 6. The units are based on the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles, and 3D.

Schools should give an outline of their long-term plan here detailing the way in which they plan to use the 6 disciplines across the key stages, which can be found on the Class Page under Curriculum Overview.

At St. Cross, we adopt a two-year rolling programme. This could be offered by delivering alternate units from Yrs1&2, Yrs3&4 and Yrs 5&6 over two cycles.

CURRICULUM TIME

There is a statutory obligation to provide each child with an art and design curriculum entitlement. The time allowed for Key Stage 1 and Key Stage 2 is one hour per week is timetabled for a specific art and design lessons throughout the key stages. Elements of Art will also be touched upon through other curriculum units.

LEADERSHIP AND MANAGEMENT OF THE SUBJECT

The responsibility for leading Art and Design across the school is that of the Art and Design subject Leader. The Art and Design subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Art and Design. The subject leader is also responsible for supporting teachers to write their curriculum plans and ensuring they have access to resources.

INCLUSION

In providing effective learning opportunities for all pupils and in overcoming any potential barriers to learning in art and design, some pupils may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent.
- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first hand experiences and to allow pupils to explore an idea or theme.
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials.
- Help to manage particular types of materials to which they may be allergic.



EQUAL OPPORTUNITIES

Teaching approaches provide equality of opportunity:

- Ensure that boys and girls are able to participate in the same curriculum.
- Take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allow a variety of interpretations and outcomes.
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment.
- Enable the fullest possible participation of pupils with disabilities or particular medical needs, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment.
- Ensure that opportunities will be provided to reflect, and promote positive attitudes towards, cultural diversity.
- Ensure that the progress and attainment of minority ethnic pupils will be monitored and action taken to address any noticeable differences.

DIFFERENTIATION

In providing effective learning opportunities for all pupils teachers may modify, as necessary, both the units within the medium term plan and the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage.

The National Curriculum for Art and Design sets out three principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Differentiation through intervention is an effective strategy in providing relevant and appropriate challenges for all pupils and should be identified and detailed in short-term plans.

CONTINUITY AND PROGRESSION

The planning process involved in developing this scheme of work has ensured a progression and continuity of learning experiences from Year 1 to Year 6. Any modifications to the scheme must ensure that this is retained. Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles and 3D.

Within each discipline this has been provided through gradually extending the breadth of content, increasing the depth of knowledge and understanding and focusing on improving the quality of responses and outcomes



Staff meetings within school, liaison with staff in other schools and lesson observations will help to ensure progression and continuity of learning in art and design for pupils transferring from class to class and school to school.

ASSESSMENT

Assessment is an integral part of the teaching process. Class teachers use learning objectives that are matched appropriately for each lesson. They will assess children's progress and attainment during each lesson and use this to inform future teaching and planning.

The curriculum skill sheets are used to support assessment at the end of each topic, these inform Target Tracker data. These sheets inform an annual summative assessment of how each child has performed during this subject.

Assessment judgements during the year will be made using various forms:

- Work produced in children's art and design books
- Comparison with pupil's previous work with either verbal response or self assessment
- Discrete comparison with peers using peer assessment or a gallery-style assessment
- Pupil's ability to select appropriate materials
- Pupil's organizational and collaborative skills
- Pupil's ability to respond to the visual curriculum
- Judgement of pupil's developmental skills

Each teacher keeps a class record of assessed work either by the work itself or by photographic evidence. This is then monitored by the subject leader on a termly basis.

Progress and achievement in Art and Design is reported to parents within the written report at the end of each academic year.

THE LEARNING ENVIRONMENT / DISPLAY

Education is concerned with the whole child. The high standard of Art and Design in our school is reflected in the work displayed in art books and on classroom and corridor displays. Art work is shown throughout the curriculum with attention given to exceptional pieces of work that are displayed on the Art Board.

In order to promote Art and Design throughout the school we have an termly Art Day that focuses on a specific theme and incorporates many of the key skills within the curriculum. Within this day there will be opportunities for more able pupils in art to undertake more complex tasks with the support of the subject leader to further develop and hone their heightened level of skill.

HEALTH AND SAFETY

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:



- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

It is the responsibility of the art and design subject leader to pass on any relevant Health and Safety information to all staff who teach art and design. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

RESOURCES

The art and design subject leader is responsible for ensuring the provision and effective use of resources necessary for the high quality delivery of the art and design curriculum. This section will outline the resources available to staff along with storage information. A full list of resources should appear in the appendix and not as part of the policy.

REVIEW

The subject leader will be responsible for continuous monitoring and evaluation of the scheme throughout the school. The subject leader will revise the scheme in the light of evaluations and agree dates for implementation.

Monitoring Art and Design coverage includes topic overviews, planning and book scrutinies and pupil voice is carried out. The Art and Design subject leader updates the Art and Design Action Plan in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.