



*Growing, loving and learning in the arms of Mary'*

## **Art and Design Policy**

C. Cummings May 2024

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## **UN Rights of the Child:**

**Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## **Purpose of study**

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 POS (Sept 2013)**

## **Introduction**

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 children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through studying the work of artists and designers. Through learning about the role and function of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

## **Aims of Art and Design**

Our objectives in the teaching of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- to encourage children to recognise the need to modify their work and to be able to discuss their reasons
- to develop creativity and imagination through a range of complex activities
- to improve the children's 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
- 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

## **Leadership and Management of the subject**

The co-ordination and the planning of the art and design curriculum is the responsibility of the subject leader, taking place in consultation with staff and guided by the requirements of the National Curriculum Programme of Study. Standards and progress are monitored regularly using evidence gathered from children's work, lesson observations and pupil/teacher consultations. The subject leader is also responsible for supporting colleagues in their teaching, through keeping abreast of current developments in art and design and in providing support for lesson delivery and the development of staff subject knowledge. Through regular audits, the subject leader evaluates strengths, weaknesses and identifies areas for further improvement within the art and design curriculum.

## **Curriculum Intent**

At St Mary's, our curriculum is moulded by our ethical drivers:

- Belief
- Rights
- Environment
- Wellbeing

It has been developed with these in mind: units of work, artworks and artists studied have been chosen to support these.

Continuity and progression are facilitated through the implementation of a scheme of work which includes the skills and techniques needed to be taught in each year group. Skills taught each year build upon those taught in the previous year, so that by the end of KS2 all children will have had access to a broad range of skills and experiences across all disciplines of the Art and Design curriculum. (see appendix)

### **Curriculum Implementation**

The art and design curriculum is delivered by teachers and teaching assistants adhering to the principles and planning of the units of study.

### **Inclusion**

Art and design plays a vital role in our mission to provide a broad and balanced education for all children.

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

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

### **Equal Opportunities**

We teach art and design to all children, regardless of their ability, gender, race, disability or cultural or religious origin. Children will encounter works from different cultural traditions by men and women, able bodied and disabled.

### **Foundation Stage**

We relate the children's creative experiences to the objectives set out within EYFS documents, which underpin the curriculum planning for children aged birth to five. The children's learning includes art, music, dance, role-play and imaginative play. We recognise the importance of children having firsthand

experience and encourage them to make connections between one area of learning and another, and so extend their understanding.

We provide a rich environment in which we encourage children to explore different media and techniques within a meaningful context. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults.

## **Curriculum Time**

Art and Design is a discrete subject which is taught in either weekly lessons or in blocks of lessons in KS1 and 2, dependent upon the tasks involved and the age and needs of the children. Incidental art also may take place (e.g. illustrating written work or enhancing classroom displays) but this does not take the place of skills-based art lessons.

## **Differentiation**

Learning opportunities are matched to the needs of children with learning difficulties by modifying planning to provide all pupils with relevant and appropriately challenging work at each key stage.

Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into schemes of work, so that there is an increasing challenge for the children as they move up through the school.

## **Curriculum Impact**

### **Assessment**

Staff assess the children's work in art and design through observations and questioning during lessons. Through questioning, teachers can gain an insight into the reasons for the development of ideas and extend understanding further. Supportive and constructive feedback is often verbal and is provided to all pupils. Teachers assess progress made by children against the learning objectives and success criteria for their lessons and use this information to plan future work.

### **Self-Assessment**

Children evaluate their own work and that of others, identifying strengths and areas for improvement. In this way, they learn to reflect upon and analyse their own work, drawing parallels with works of art they have studied, and gaining a

better understanding of both their own progression of skills and their artistic voice.

### **Remote Learning**

Children needing to self-isolate because of Covid 19 symptoms will be able to access art activities or tasks through resources teachers upload onto Google Classroom (or Tapestry in EYFS).

### **Health and Safety**

Art materials should be stored in a safe and appropriate area of the classroom. All children must be taught how to use materials and tools correctly and safely and recognise the hazards and consequent risks when working with the equipment in practical activities. Teachers should make sure children are aware of the need to maintain tools carefully and to return them to the correct location. Any cutting tools should only be used under adult supervision. If any spillages occur, they must be cleared immediately to prevent the possibility of children slipping. Teachers must ensure that all resources used adhere to health and safety regulations.

[nsead.org/hsg/index.aspx](https://nsead.org/hsg/index.aspx)

### **Resources**

The art and design subject leader is responsible for ensuring the effective use of resources necessary for high quality delivery of the art and design curriculum. Basic resources such as paper and cardboard are ordered by the subject leader and more specialist resources, needed for a particular year group, are ordered by the class teacher.

Appendix: Long Term planning overview

	Autumn Term	Spring Term	Summer Term
EYFS	<p><b>Exploring and developing ideas/ Evaluating and developing work:</b> represent their own ideas, thoughts and feelings through art. Select appropriate resources and adapt work where necessary. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. <b>Drawing: Choose particular colours to use for a purpose. Painting: Explore what happens when they mix colours. Choose particular colours to use for a purpose. Print making: Use simple tools and techniques competently and appropriately. Collage/textiles: Experiment to create different textures. Understand that different media can be combined to create new effects 3D Form: Select tools and techniques needed to shape, assemble and join materials they are using</b></p>		
Year 1	<p><b>Exploring and developing ideas/ Evaluating and developing work:</b> Ask and answer questions about the starting points for their work and the processes they have used. Review what they and others have done and say what they think and feel about it.</p>		
	<p><b>Drawing: *communicate something about themselves in their drawing *create moods in their drawings *draw using pencil and crayons * Use lines of different shapes and thickness * use 2 different grades of pencil</b></p>		
	<p><b>Collage/textiles: create a textile collage inspired by nature *group fabrics and threads by colour and texture *weave with fabric and thread *cut and tear paper and card for their collages *gather and sort the materials they will need *sew and glue fabrics together *create part of a class patchwork *create individual and group collages *use different kinds of materials on their collage and explain choices</b></p>	<p><b>Painting: create a spacescape painting *communicate something about themselves in their painting *create moods in their painting *choose to use thick and thin brushes as appropriate *paint a picture of something they can see *name the primary and secondary colours</b></p>	<p><b>Print making: create a print inspired by weather or seasons *print with sponges, vegetables and fruit *print onto paper and textile *design their own printing block *create a repeating pattern</b></p>
Year 2	<p><b>Exploring and developing ideas/ Evaluating and developing work:</b> Say how other artists/craft makers/designers have used colour, pattern and shape. Create a piece of work in response to another artist's work (not copy) When looking at creative work, express clear preferences and give some reasons for these. Identify what they might change in their current work/ future work.</p>		
	<p><b>Drawing: *use three different grades of pencil in their drawing (4B, 8B, HB) *use charcoal, pencil and pastels *create different tones using light and dark *show patterns and texture in their drawings *use a viewfinder to focus on a specific part of an artefact before drawing it</b></p>		
	<p><b>Painting: create a painting inspired by the work of Norman Cornish and the Pitman Painters *mix paint to create all the secondary colours *mix and match colours, predict outcomes *mix their own brown *make tints by adding white *make</b></p>	<p><b>3D Form – Sculpture: create a bas-relief sculpture of a building *Select tools and techniques needed to shape, assemble and join materials they are using. *add line and shape to their work *add texture</b></p>	<p><b>Print making: create a printed design inspired by Zambian textiles *print onto paper and textile *design their own printing block (string block) *create a repeating</b></p>



	<b>tones by adding black</b>	<b>by using tools</b> *make different kinds of shapes *cut, roll and coil materials such as clay, dough or plasticine	<b>pattern</b>
<b>Year 3</b>	<b>Exploring and developing ideas/ Evaluating and developing work:</b> Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Reflect upon what they like and dislike about their work in order to improve it. Identify what they might change in their current work/ future work.		
	<b>Drawing:</b> *use their sketches to produce a final piece of work *write an explanation of their sketch in notes *use different grades of pencil shade, to show different tones and texture		
	<b>Collage/textiles:</b> create a piece of embroidery inspired by Victorian samplers *use early textile and sewing skills as part of a project *combine visual and tactile qualities *add onto their work to create texture and shape *Use more than one type of stitch *join fabric together to form a quilt using padding *use sewing to add detail to a piece of work *add texture to a piece of work *cut very accurately *overlap materials * experiment using different colours	<b>Collage/textiles:</b> design and make a collage inspired by Roman mosaics *use ceramic mosaic *combine visual and tactile qualities	<b>Painting:</b> produce a painting inspired by Mexican folk art *predict with accuracy the colours that they mix *Know where each of the primary and secondary colours sits on the colour wheel *Create a background using a wash *use a range of brushes to create different effects
<b>Year 4</b>	<b>Exploring and developing ideas/ Evaluating and developing work:</b> Experiment with different styles which artists have used. Explain art from other periods of history. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Adapt their work according to their views and describe how they might develop it further.		
	<b>Drawing:</b> *identify and draw simple objects, and use marks and lines to produce texture *organise line, tone, shape and colour to represent figures and forms *show reflections *explain why they have chosen specific materials to draw with		
	<b>3D form – Sculpture:</b> make a sculpture of remembrance using poppies as a symbol experiment with and combine materials and processes to design and make 3D form *sculpt mouldable materials	<b>Painting:</b> produce a painting inspired by volcanoes *create all the colours they need *create mood in their paintings *use shading to create mood and feeling	<b>Print making:</b> produce a print based on marine life *make a printing block *print using two to four colours *create an accurate print design *print onto different materials
<b>Year 5</b>	<b>Exploring and developing ideas/ Evaluating and developing work:</b> Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. Regularly analyse and reflect on their progress taking account of what they hoped to achieve.		
	<b>Drawing:</b> *identify and draw simple objects, and use marks and lines to produce texture *use shading to create mood and feeling *organise line, tone, shape and colour to represent figures and forms in movement *show reflections		

	<b>*explain why they have chosen specific materials to draw with</b>		
	<b>Painting: paint a profile portrait inspired by Ancient Egyptian tomb paintings</b> <b>*create a range of moods in their paintings</b> <b>*express their emotions accurately through their painting and sketches</b> <b>*create all the colours they need</b>	<b>D Form- Ceramics: create a piece of ceramic art inspired by the Ancient Greeks</b> <b>*experiment with and combine materials and processes to design and make 3D form</b> <b>*sculpt clay and other mouldable materials</b> <b>*create models on a range of scales</b> <b>*create work which is open to interpretation by the audience</b>	<b>Collage/textiles: create a piece of textile art inspired by natural forms</b> <b>*use textile and sewing skills eg running stitch, cross stitch, backstitch, appliqué and/or embroidery</b> <b>*combine visual and tactile qualities to express mood and emotion</b> <b>*justify the materials they have chosen *combine pattern, tone and shape</b>
<b>Year 6</b>	<b>Exploring and developing ideas/ Evaluating and developing work:</b> Make a record about the styles and qualities in their work and say what their work is influenced by. Provide a reasoned evaluation of their own and professional work which takes account of the starting points, intentions and context behind the work		
	<b>Drawing: *Use sketches to communicate emotions and a sense of self with accuracy and imagination *explain why they have combined different tools to create their drawings</b>		
	<b>Print making: create a print based on Japanese art that could be used on clothes, bags and accessories</b> <b>*print using a number of colours</b> <b>*create an accurate print design that meets a given criteria *print onto different materials</b>		<b>Painting: create a landscape painting</b> <b>*explain their own style</b> <b>*use a wide range of painting techniques in their work</b> <b>*explain why they have chosen specific painting techniques</b>

Medium term planning, including plans for each unit of work with links to curriculum drivers, can be found on our shared drive.