

ST ANDREW'S METHODIST PRIMARY SCHOOL



Art and Design Policy

Reviewed: June 2025

Headteacher: Mrs A Barker

Chair of Governing Board: Mrs M Hughes

Date of Next Review June 2027

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

St. Andrew's Methodist Primary School

Introduction

Our school vision statement, '**Striving for excellence- together as one with God,**' reflects our mission to ensure our pupils have a wide range of curriculum opportunities to support spiritual development and enable all to flourish. The importance of art in our school environment and curriculum is evident to all, as it the impact on pupils.

Why is Art Important?

"Art and Design is not just a subject to learn but an activity that you can practise with your hand, your eyes, your whole personality." (Quentin Blake)

Art is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. We believe that Art and Design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore, experiment, invent and create their own art, craft and design. Pupils learn about great artists, historical and cultural development of art forms. Pupils develop a range of medium, such as drawing, painting, sculpture and other art, craft and design techniques. These skills are recalled and practised to develop pupil's deeper understanding. So that as pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Art enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. In short, it is the child's way of making sense of the world.

Aims and Objectives

This policy defines the entitlement for pupils to an education in art and design and describes how that entitlement is founded upon the national curriculum for art and design (2014). It provides information for teachers and parents about the breadth and range of the curriculum, the expectations of achievement and the progress of children. This policy establishes the planning and assessment procedures that will ensure that all children make good progress.

Our aim in teaching art at St. Andrews is that all children will build upon their natural pleasure in visual communication to:

- find enjoyment in creative art and see themselves as artists;
- find a sense of purpose, achievement and fulfilment in artistic expression;
- develop skills to competently use a range of materials and techniques;
- feel able to express their ideas and feelings through imaginative creativity in both two and three dimensions;
- learn to study and analytically record the world around them;
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others;
- appreciate and evaluate the work of a range of artists, including work of local artists, and work from other cultures;

- Foster enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.
- helps develop pupils critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.
- inspire the next generation of artists, designers, engineers, creators and cultural leaders that are vital to our future.

Teaching and Learning

The school programme of study is founded upon the National Curriculum for art and design (2014) and is built in response to the specific needs of our children, the community in which they live, and the resources and expertise of our school. This programme of study is underpinned throughout by three core aims, or principles, which give shape and purpose to the content of the curriculum, the planning of teaching and the achievement of our children. These core aims fully embrace the National Curriculum for art and design (2014).

The core aims are:

- The development of ideas and creativity (*National Curriculum Aim 1*)
- The development of skills and processes (*National Curriculum Aim 2*)
- The development of evaluating and the knowledge encompassing art and cultures. (*National Curriculum Aims 3 & 4*)

These core aims are based upon an understanding of art education as being the process of generating ideas, realising them in some material form, and being able to talk about what was done and why. This understanding is threaded through each unit of work providing a consistent process of investigation, development and learning underwritten by clear learning objectives and assessment outcomes. The core aims are supplemented by the development of qualities that are important to the school. These qualities will inform the content of the programme of study. These include:

- The capacity to understand and value different cultures and traditions
- The ability to work purposefully when independent and collaboratively
- The ability to be creative by valuing originality and imagination in pursuit of worthwhile goals
- The ability to use new technologies as both a tool for learning and a means of communication.

Intent:

The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Finally children will develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

Implementation:

The teaching and learning of Art at St. Andrew's Methodist Primary School is based on the National Curriculum and linked to artists to ensure a well-structured approach to this creative subject.

The children are taught Art as a discrete subject, alternating half-termly with Design and Technology.

All pupils explore and use a variety of media and material through their Art lessons and skills are taught to build technique progressively.

While focussing on key skills such as sketching, painting, colour mixing, sculpture and collage, famous local, national and international artists are explored to enhance the children's learning.

EYFS

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order 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

Key Stage 1

Pupils are taught:

- 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 techniques in using colour, pattern, texture, line, shape, form and space
- About 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

Pupils are taught:

- To develop their techniques, including their control and use of media and materials.
- To be creative and experiment; building an increasing awareness of different kinds of arts and crafts
- To improve their mastery of techniques, including drawing, painting and sculpture, with a range of materials
- About great artists, architects and designers throughout history

Impact:

The creativity of all our pupils is celebrated through communal displays, publishing final outcomes on Twitter and Seesaw. The creative arts have a high profile at our school. Our children are confident with using a range of resources to create artwork and display a sense of pride over their creations. This can be demonstrated through

the fantastic and engaging classroom displays which showcase brilliant work. Ongoing assessment takes place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Assessments are analysed and gaps in attainment are addressed.

Inclusion

In all subject areas we take account of disability, race and gender to create a secure and accepting community where everyone feels valued. Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community. Teachers provide clear information in each art and design lesson about how differentiated support can be provided. Teachers recognise children who have not progressed as far and children who have progressed further might be supported. This will ensure that the more able are appropriately challenged throughout the unit of work and that further support and differentiated activities are planned for those who might need to work in a different way.

Equal Opportunity

All pupils are entitled to receive a wide range of learning opportunities in this subject appropriate to their knowledge, understanding and capabilities irrespective of their gender and race in line with the school's Equal Opportunity Policy.

Special Educational Needs and Disabilities

Art is a means of communication not bound by written or spoken language and enables pupils with special needs of all kinds to develop a capacity for self-expression. Art can help to develop positive attitudes in pupils, not only to themselves but also to other people. The teacher's task is to help the pupil with SEN to experience success and satisfaction in art. When teaching Art & Design, teachers strive to ensure that they meet the needs of all pupils in their class, including those with special educational needs or disabilities, those who are learning English as an Additional Language, and those who show a special talent in the subject. Every child's response is unique and activities in Art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Assessment, Recording and Reporting

The subjectivity of the individual's response to art, by its very nature, makes it a problematic area of the curriculum to assess. As far as possible in this subject, assessment is seen as part of a continuous teaching and learning process. Summative assessments are recorded on Sonar against each year group's objectives.

Formative assessment is mostly carried out informally by teachers in the course of their teaching. In addition, children are encouraged to reflect on and critically appraise their own work and progress under the guidance of the teacher. In reviewing and modifying their own work, children learn to build up individual confidence and develop the vocabulary and means of expression needed for evaluation.

It will be the usual practice for teachers to share session learning objectives with pupils and to reflect on what has been learned towards the end of the session.

Formative assessment and feedback will always reflect and illuminate the three core aims of the curriculum.

Although drawing and the associated acquiring of technical skills is certainly one area where it is possible to identify key features relating to the attainment targets, it is not desirable that every finished piece of work be qualitatively assessed as in other subjects. The emphasis here should be on the actual process and the end product viewed as a representation of the 'journey' undertaken by the child.

At KS1, pupils' work is displayed around the classroom and may be kept in an individual portfolio if appropriate. At KS2 individual sketch books are issued. The sketchbook is an essential tool as an aid to thinking, planning and experimenting. It also provides a useful tool for assessment. Sketchbooks are passed from class to class in KS2 and is a continuous working document, showing a breadth of skills. Successive teachers therefore have a record of each child's art work as evidence of progress and development. This can be used by the subject leader in partnership with teachers as a benchmark to monitor and assess the quality of outcomes and standards over time. Such an archive will enable the school to monitor trends in the quality of outcomes produced by pupils.

Reporting to parents is done twice a year. Reporting in Art focuses on each child's visual perception and the skills associated with investigating and making and the understanding of artistic heritage and traditions.

Moderation

The subject leader, in partnership with teachers, will compile a simple portfolio of moderated work each year. This will be used to reflect upon standards over time and to ensure that teachers' expectations are appropriately challenging. Where possible the subject leader will also seek evidence of standards from other schools, or sources such as online archives, that will enable the school to reflect upon whether expectations are high enough.

Leadership

The role of the Art Co-ordinator is to:

- take the lead in policy development and to co-ordinate the long term plans to ensure progression and continuity in Art throughout the school;
- support colleagues in their development of plans and implementation of any new schemes of work or resources, and in assessment and record-keeping activities;
- monitor progress in Art and advise on action needed;
- take responsibility for the purchase and organisation of resources for Art;
- keep up to date with developments in Art education and disseminate information to colleagues as appropriate, with particular regard to opportunities providing INSET, workshops and courses.

Resources and Learning Environment

Children are entitled to be provided with the widest possible range of quality materials and resources to cover a range of skills. It is recognised that these should

be safely stored yet easily accessible for lessons. At St. Andrew's, each classroom in EYFS and KS1 has its own supply of materials: paints, brushes, palettes, paper and other essential items which are stored in the sink area. In KS2, all staff have access to a range of visual resources stored in the Art Cupboard.

Resources will be provided which will enable pupils to engage meaningfully and at an appropriate level with a range of media and processes: drawing, painting, printing, collage and textiles, sculpture and ceramics and digital media. The subject leader, in partnership with teachers, will ensure that such specialist equipment is maintained in good condition, and enables children to make informed choices and develop skills. Art supplies are ordered once a year by the Art Co-ordinator, and the Art Co-ordinator will ensure there are enough supplies throughout the year.

Health and Safety

The school is fully committed to securing the health and safety of children and adults at all times. It takes account of the Guide to Safe Practice in Art and Design published by the National Society for Education in Art and Design. Teachers are aware of the dangers inherent in certain art equipment e.g. scissors and other cutting tools, when planning their activities. Children are taught from an early age how to use all equipment safely. Issues in this subject include:

- use of materials, tools and techniques in accordance with health and safety requirements;
- appropriate storage of tools and materials;
- protective clothing where appropriate;
- adult supervision when certain tools are being used e.g. The guidelines stated in the Health and Safety Policy cover procedures to follow regarding these issues.

Staff Development

Staff development and training needs are identified by the SLT through performance management and as a response to the annual review of the school development plan. The subject leader will work with the SLT to identify further subject specific training needs and opportunities. These will usually be reflected in the art and design development plan.

Art and Information Technology

At St. Andrew's, IT is a resource which is used mainly: (a) digital art, including: on screen painting, collage, drawing and design using appropriate software packages and (b) as a research and planning tool using on-line galleries and archive material to display examples of artist's work.

IT enhances our teaching of Art, where appropriate, across all key stages. Children use software and skills from the Computing Curriculum to explore colour, shape and pattern in their work. Children have the ability to use either laptops or iPads to support their learning.

The Foundation Stage

Children in Nursery and Reception are provided with many opportunities to be creative through both adult led and child initiated learning time. Activities are planned with the Expressive Arts & Design 'Early Years Outcomes' in mind and children work towards achieving the Early Learning Goals at the end of their time in Reception. The Nursery and Reception environments encourage and value creativity. Both classrooms have 'Creative Areas' which are stocked with a range of open ended resources - children are able to access these resources independently allowing them to gain a real interest in and love of creative activities from a very early age. Adults work alongside children in their play in order to enhance their creative ideas and thinking.

Links with Other Subjects

Art provides endless opportunities for cross-curricular links in both core and foundation subjects. The goal of cross-curricular planning is to engage students in deeper level thinking by combining relevant content areas. Art has the unique capability to relate to many content areas. The use of drawing in particular as an aid to thinking, explaining and understanding ideas has a relevance to all subjects, not least of all in fostering creativity across the whole curriculum.

Display – What Is It For?

- To provide a visually stimulating environment
- To arouse curiosity
- To give purpose and value to the children's work
- To give confidence and a sense of achievement
- To develop children's aesthetic awareness
- To stimulate interest and promote development
- To encourage a positive attitude toward the environment

The effective use of display is vital for raising the profile of art in the school and not least of all for celebrating children's achievement. Excellence in art is celebrated in display throughout the school. The standard of display at St. Andrew's is of the highest quality and is often commented on by visitors to the school. The main area for display is the foyer area and the school hall where each year group has its own board. Every term, a suitable theme or topic is agreed upon and new displays of children's work are mounted. Individual classroom displays of 2D, 3D and those of an interactive nature linked to topics covered in class are the class teacher's responsibility.

Visits to Galleries and Museums

It is important that children have the opportunity to see original works of art at first hand. St Andrews is well served by major galleries and museums in the North West - The Lowry, Manchester Art Gallery, Z arts and the Whitworth.