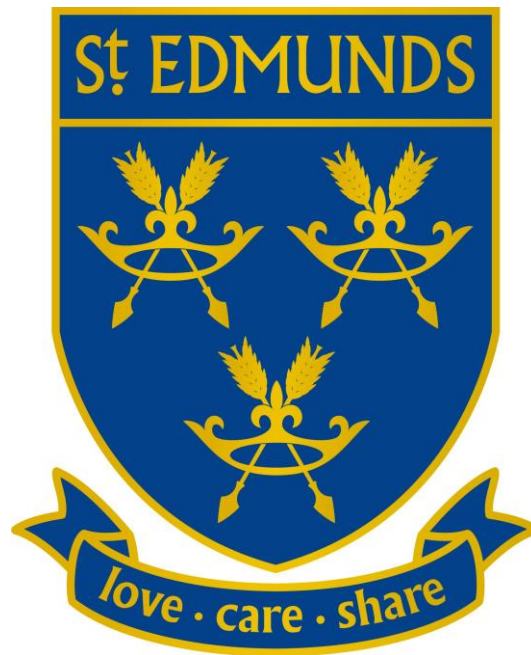


# **St Edmund's Catholic Primary School**



## **Art and Design Policy**

**February 2021**

The policy below has been reviewed in light of the Covid-19 pandemic. Amendments will be numbered and listed at the bottom of the document.

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### **Introduction**

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a 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, line, form, pattern and different materials and processes. Children learn to make informed judgements and aesthetic and practical decisions. They are introduced to the work of a wide variety of artists, craftspeople and designers and experience a range of practical activities using different media to explore colour, texture and technique in both 2D and 3D forms. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

At St. Edmund's we are concerned with the education of the whole child. The development of Art & Design skills will enable the achievement of personal fulfilment and will therefore motivate the children to continue to achieve. Success increases self-esteem and gives pleasure in this subject. All children, from the Foundation Stage to the end of Key Stage Two, will have access to Art activities regardless of their gender, race or special educational needs. Throughout St. Edmund's, all pupils should be given opportunities to develop all their Art and Design skills such as drawing and painting, printing and model making.

### **Aims and Objectives**

Our objectives in the teaching of Art and Design are:

- to enable children to record from observation and from imagination and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of activities and skills;
- 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 develop an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

## **Legislative requirements and non-statutory guidance**

This policy is written with reference to:

National Curriculum Primary programmes of Study for KS1 and KS2.

## **Roles and responsibilities**

### **Subject Leader**

The role of the subject leader is:

- to work in collaboration with the art TA to implement the teaching of Art and Design across the school.
- to manage the budget and ensure that all resources are available throughout the year.
- to arrange yearly art trips to galleries that inspire and motivate children and to expose them to first-hand experience of artists, craftspeople and designers.
- to ensure that Art and Design is an important part of school life at St Edmunds and allow children to share their success through display work.
- to create curriculum maps for teachers to plan from. These include half termly plans and weekly plans. The long term plans provide guidance on themes, skills, outcomes and linked artists/designers.
- to create a progression map for Art and Design.
- to ensure continuity and progression across the Key Stages.
- to enter competitions.

### **The Head teacher and Senior Leadership Team (SLT)**

The Head teacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

### **The governing board**

Curriculum governors will review this Art and Design policy in conjunction with the Head teacher and monitor the policy's effectiveness.

### **Teachers**

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.

## **Curriculum planning**

Art is a foundation subject, which is taught as a subject in its own right; however, by its nature it supports and enhances subjects across the curriculum. We plan the activities in Art and Design so that they build on the children's prior learning and prepare them for learning in future year groups. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge and development of skills as children move up through the school.

### **Early Years Foundation Stage**

The class teachers in Foundation Stage are responsible for delivering their own art lessons within the classroom. They use the EYFS policy to plan their lessons and often use cross-curricular links to do this.

### **Key Stage One**

In Key Stage One, the class teachers are responsible for planning their own Art lessons. However, in Year 2 the art TA is responsible for delivering the lessons. The class are split into two groups and take it in turns to go to the Art room to complete the lesson.

The class teachers in Year 1 are responsible for delivering their own art lessons within the classroom.

Key Stage One teachers use the long-term plans to plan their weekly lessons and often use cross-curricular links to do this. The long-term plans are taken from the curriculum maps that are produced by the subject leader.

### **Key Stage Two**

In Key Stage Two, the art TA is responsible for delivering the lessons. The class are split into two groups and take it in turns to go to the Art room to complete the lesson.

Key Stage One teachers use the long-term plans to plan their weekly lessons and often use cross-curricular links to do this. The long-term plans are taken from the curriculum maps that are produced by the subject leader.

Each year group also carries out an artist study at some time during the year.

## **Teaching and Learning**

The school uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding with a view to developing creativity. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. Children also have the opportunity to use a wide range of materials and resources and work on projects in two and three dimensions.

We encourage creative work in the Reception classroom, as this is part of the Early Years Foundation Stage of the National Curriculum (expressive arts and design). We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

## **Sketchbooks**

Every child in Years 2-6 has an Art sketchbook. We encourage children to use their sketchbooks as a visual diary to:

- record, explore and store visual information;
- work out ideas, plans and designs;
- use for reference, as they develop ideas for their work;
- look back at and reflect on their work, reviewing and identifying progress;
- use as an ongoing record of their learning and achievement which they can use to further develop their ideas, skills and understanding.

## **Resources**

Our school has a range of resources to support the teaching of Art across the school. Most materials and equipment suitable for teaching all of the Art skills in KS1 and KS2 are kept in the art and design cupboard which is in the upstairs corridor. Some of the resources are also kept in the art room. These resources are freely available to all staff. The foundation stage teachers have their own art resources that are kept in the reception building.

## **Inclusion and Equal Opportunities**

The Gifted and Talented children have been identified and the children in Key Stage 2 attend a weekly art club to further their knowledge and understanding of art. They have the opportunity to develop and expand their skills and practises whilst learning about the work of a variety of artists.

Some SEN children are supported by their LSA in art lessons.

## **Assessment**

- We assess the children's work in Art and Design while observing them working during lessons.
- The work produced at the end of each unit serves as a record of their progress and development. In EYFS and Year One, these assessments are carried out by the class teacher and in Years 2 – 6 they are carried out by the art TA as she teaches the lessons and is able to see the outcome of each unit. Teachers and the art TA are able to make a judgement against the National Curriculum expectations which are then entered into ScholarPack at checkpoints 2, 4 and 5. Attitude to learning in Art and Design are reported to parents annually as part of their individual report.

## **Additional opportunities and Community Links**

We view visits to galleries and museums as an invaluable art resource. We therefore plan opportunities for children to visit a gallery or museum frequently.

We enter several art competitions throughout the year and involve as many year groups as possible.

## **Monitoring and Evaluation**

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinises, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice. This could take the form of:

- work in sketchbooks
- long, medium and short term plans
- large scale projects such as large paintings, prints and models

The Head teacher and SLT will meet with subject leaders to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed in February 2023

## **Covid-19 Amendments**

1. The art room is no longer in use.
2. Art lessons are all being taught in classrooms, although this means that certain activities are not allowed to take place i.e painting, clay work, pastels.  
The curriculum has been amended due to these restrictions but all children are still being taught weekly Art lessons.
3. The art TA is still delivering art lessons to children in years 2-6 in their bubbles.
4. There is no Gifted and Talented Art Club as the children are from different bubbles.
5. Art and Design trips to galleries and museums have been cancelled.