St. Mary's Catholic Federation, Carshalton

Learning, playing and growing together in the love of Jesus

Art and Design Policy
(Curriculum)
(Bi-Annual)

This policy is to be read in conjunction with the following policies: Assessment, Teaching & Learning, Inclusion, Health and Safety, Equal Opportunities and Safeguarding & Child Protection policies as well as the Curriculum Overview statement.

Author: Art subject lead
Committee: SLT
Date Prepared: July 2023
Date Approved: September 2023
Date of Review: July 2025

Approved by Full Governing Body on Date: September 2023

Chair of Governors……..
St Mary's Catholic Federation, Carshalton

Safeguarding Statement
This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.
Lead Safeguarding Person Junior School: Mrs M Kenny
Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn
Safeguarding Deputies: (Infants) - Mrs S Hulme & Mrs E Heath **(Juniors)** - Mrs S Hulme, Mrs F Black and Mr S Pratsis
Governor designated safeguarding officer: Mr T Richmond

"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."

Intent

At St. Mary's Catholic Federation we believe that Art and Design embodies some of the highest forms of human creativity. The creative opportunities should 'engage, inspire and challenge pupils', to stimulate 'the knowledge and skills to experiment, invent and create their own works of art, craft and design.' We aim to guide and foster a holistic understanding to critically analyse art work in order to develop a more rigorous understanding of Art and Design. It is our belief that children should be given the opportunity to enjoy, discuss and critically respond to art forms from a variety of cultures, styles and periods through time.

This policy outlines the teaching, organisation and management of Art and Design taught and learnt at St Mary's Catholic Schools.

The aims of Art and Design at St Mary's Catholic Federation are to:

- Nurture children's ability to communicate confidently and to develop aesthetic judgments applied to their own work, to the work of others and to the world around them
- Enable children to record from first-hand experience and imagination and to select their own ideas to use in their work
- Help children understand the visual elements of colour, texture, tone, line, pattern, form and shape
- Develop creativity and imagination through a range of complex activities
- Encourage children to evaluate their own work and that of others
- Improve children's ability to control materials, tools and techniques
- Provide the opportunity to raise and develop children's self-esteem through class activities, exhibitions and individual work
- Help children acquire artistic skills and techniques
- Increase their critical awareness of the roles and purposes of Art and Design in different times and cultures
- Develop increasing confidence in the use of visual Art and Designs and tactile elements and materials
- Foster an enjoyment and appreciation of the visual Art and Designs and a knowledge of artists, designers and craftspeople
- Provide varied experiences from different cultures and traditions through a variety of Art and Design techniques and purposes
- Work alone and with others to produce art
- Encourage the desire to continue an interest in the arts and develop pupils' visual awareness and appreciation

Implementation

We believe that the teaching and learning of Art and Design should follow the same 6 stages (listed below) to allow pupils to develop their artistic skills in a creative and imaginative way.

1. **Research stage (Artists/sculptors/designers/skills)**

Researching and observing with a particular style, use of colour or idea

Possible homework to be sent out for research so first lesson can be exploring ideas further
L.O. needs to be skill based in order for children to practise and learn the basic skills required to create their Art and Design and design final piece.

2. **Idea stage (shape, tone, colour, observations)**

Represent observations, ideas and feelings.
L.O. sketch ideas from… Sketching ideas from the named artist/designer/sculptor

3. **Experimental stage**

How am I going to use the material? Practising mark marking, moulding brush strokes, textures, colour mixing etc).
Experiment and explore tools and techniques and apply these to materials and processes including drawing/sketching
Experiment replicating a style of art and design by following guided techniques.
L.O. needs to be investigative and link to exploring materials and processes created by an artist, sculpture, architecture or culture.

4. **Design stage**

Pupils will creatively design their outcome using the previous lesson's learning and research to ensure and inspire their final design. This stage should be annotated with detail and colour to make sure it is clear for the making/creating stage.

5. **Making/creating**

Producing their art-work based on their final design. Skill-based but linking to the artist, sculpture, architecture or culture studied, which will influence the final piece.
E.g. L.O to paint in the style of Hockney.

6. **Evaluating**

Children will evaluate their own and other children's work. They need to be able to give a positive comment and a suggestion for their next step. This should link to their ability to use the skills practised and the influence of the artist, sculpture, architecture or culture studied.

Strategies for the teaching of Art and Design

Teachers draw attention to good examples of individual performance as models for the other children based on the skills applied and creative links to the artist, sculpture, architecture or culture studied. We give the children opportunity within lessons to work on their own as well as collaborating with others on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. These include tasks which enable every child to access the learning and therefore scaffolding, if needed, is in place (eg simple line examples, half-pictures, tracing paper) and additional adults are able to support the work of individual children or smaller groups for the children to progress at the right pace.

Use of Sketchbooks

Every child in KS1 & 2 has a sketchbook and every topic involves research into the work of other Artists and the exploration of own ideas in the sketchbook.
Sketchbooks are used throughout the school to record, collect and explore ideas and images and other information relevant to current and ongoing work. Sketchbooks are evidence of the creative process within Art and Design.

The contents of the sketchbook could include:

- Drawings in a range of media that record observations
- Research showing wider thinking around artist, movement, art-form or culture
- The development of ideas for further study including mimicking techniques used
- A record of basic skills development
- Photographs and other illustrative material to support ongoing work and final pieces
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used as a reference material for further work
- Design ideas
- Use of computing for research of prints and image manipulations
- Cross curricular links are made as often as appropriate

Art and Design curriculum planning

Art and Design is a foundation subject within the National Curriculum. We have adapted the national scheme to the local circumstances of our school and the other areas of the curriculum studied in each year group. We believe that making links across the curriculum makes learning more meaningful for the pupils.

We carry out the curriculum planning in Art and Design in three phases long-term plans, medium-term plans and short term plans. Our long-term plan maps out the topic, the skills focused on (matching the National Curriculum statements) and the artist, sculpture, architecture or culture. These plans ensure a balance of work in various media and skills is met over the key stage. Our Medium-Term plans give details of each topic of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Year group teachers complete a lesson plan for each Art and Design lesson which identify the specific L.O.s and Steps to success for the lessons. Medium and Short Term planning should reflect the **six stages of teaching and learning in Art and Design.**

Creativity Days
We believe that it is key for pupils to have opportunities to practice a wide range of Art and Design skills and use a variety of materials and explore other cultures outside of the curriculum. We do this by having termly Creativity Days. These give teachers the opportunity to work with pupils on shorter tasks with a wider range of Artists and materials. Our children work with pupils from all other year groups on a carousel of activities following an annual theme.

Entrepreneurship
Throughout the academic year there are numerous opportunities for the children to participate in entrepreneurship. In the Autumn term pupils in Year 3 - 6 help to plan, organise and run a stall at the Christmas Fayre. They resource and plan the stall themselves with the aim of making a profit. This progresses further in Year 6 where children work in smaller groups and run and organise stalls independently.

Resources (including the Junior Studio)
We have a wide range of resources to support teaching of Art and Design and Design across the school. All our classrooms have a range of basic resources and specialised equipment is kept in our studio and storage areas. Most classes have a timetabled slot in the studio (in the Junior school) which is also used for the teaching of music. A range of card, display paper, and a range of Art and Design materials are kept in the stock cupboard. There is also a selection of Art and Design reference books are available for use by teachers.

Health and safety (Safeguarding)
Class teachers are responsible for the **safe storage** and use of tools and materials. All adults in the class are responsible for demonstrating how to use equipment safely and properly. Pupils should be instructed to ensure they wash their hands once they have made their final piece. This is left to the instruction and management of the class teacher. Aprons or paint shirts should be worn when appropriate and depending on the activity the children should wear these to **protect** their school uniforms. The school is responsible for teaching Art and Design and design in a **healthy and safe** environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and Art and Design subject leader are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. The children are taught to observe the rules of safety when carrying out activities and when using specialist equipment. All Art and Design equipment is subject to maintenance and safety checks.

Impact

Assessing and Reporting
We assess the children's work in Art and Design whilst observing them during lessons, by evaluating the finished product and through discussion of pupil opinions or choices.

At the end of each topic, teachers make an assessment against the success criteria of the lessons. Data for each term is inputted into SIMs and the teacher makes a Summer assessment, which is reported to parents.

Monitoring and Review
The monitoring of the standards of children's work is the responsibility of each class teacher and moderated by the Art and Design subject leaders.
The subject leader conducts regular monitoring of both books and assessment data.

The Role of the Art and Design Subject Leader

- Lead in policy development and review, including the continuing and successful implementation of the Art and Design curriculum.
- Support colleagues in the development of long term and medium term plans.
- Attend relevant courses and inform staff about new information and ideas.
- Be responsible for the purchase, maintenance and organisation of Art and Design resources for class teaching and Creativity Days.
- Organise the structure of creativity days and the groups of mixed children.
- Monitor teaching and learning as part of on-going subject monitoring and evaluation of teaching practice.
- Encourage the professional development of staff.
- Compile examples of children's work to evidence progression.
- Complete the EOT2 data analysis at the end of the Summer term