



St John's Church of England Academy

Belonging Believing Becoming



Art & Design Policy

Date of Review: July 2021

Date of Next Review: July 2022

Responsible Group: School Policy

Belonging

Perseverance

Respect

Forgiveness

Truth

Aspiration



Art & Design Policy

**‘Every human is an artist.’
Don Miguel Ruiz**

Introduction

The purpose of the curriculum at St John’s Church of England Academy is to prepare our children for life in the 21st Century.

Our Curriculum is focussed on ensuring that all our children have the best chance to achieve our Christian Vision of **‘Belonging, Believing, Becoming’**, which is rooted in **Mark 4:30-32**, **‘The Parable of the Mustard Seed’** and **The Diocese of Gloucester Academies Trust** and **The Church of England’s vision to ‘Live Life in all its fullness’** rooted in **John 10:10**.

St John’s Church of England Academy is an inclusive school where all people are valued and nurtured to become the best version of themselves and responsible members of God’s family. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them and encourage adherence with British values.

Subject Intent

At St John’s Church of England Academy, we wholly embrace our local community and environment and have enhanced our curriculum through ‘Foresters’ Forest’ led enquiries to ensure that our children have a better appreciation and understanding of the uniqueness of The Forest of Dean.

We believe that art and design helps to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art.

St John’s Church of England Academy is committed to encouraging pupils’ curiosity and creativity, allowing them to think critically and develop a thorough understanding of art and its place in the world, including how it reflects our history and contributes to the culture, creativity and wealth of our nation. We review the work of a wide range of artists and designers within art history and culture as well as modern local artists. We feel that this better equips our children to see local and world issues from other people’s perspectives.

Curriculum Drivers

Through the delivery of our curriculum, we want our children to be ready for life beyond St John’s. We aspire for them to be:

- **Articulate**
- **Aspirational**
- **Curious**
- **Appreciative**

As an Artist we want our children...

To develop the skills of creating different forms of art using a range of techniques inspired by famous artist's work.

To recognise when art is from different cultures and historical periods and to understand the importance of art to communicate ideas and feelings.

Aims

By teaching art and design, we aim to ensure pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing and painting, sculpture and other art techniques.
- Can evaluate and analyse creative works using the language of art.
- Know about great artists and understand the historical and cultural development of their art forms.
- Enjoy an active involvement in art.
- Have the confidence and skills to communicate their ideas through their artwork.
- Have opportunities to experience a broad and balanced range of art activities and show progression within these.
- Become visually literate and able to identify and apply the key elements of art.
- Are given equal access to the experience of art, regardless of their gender, race or disability.
- Can successfully choose the correct tools and materials to create art.

Legal Framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'Art and design programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- Equality Act 2010

Roles and responsibilities

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.

- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of art and design in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

The classroom teacher is responsible for:

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with St John's Church of England Academy's Policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

The Curriculum

The art curriculum will allow pupils to:

- Show development in their ability to create Artwork.
- Work with confidence in two and three dimensions, and on a variety of sizes and scales.
- Experiment with a variety of different materials - helping to understand their potential, become familiar with their characteristics and develop confidence and competency when working with them.
- Select materials and decide how they will use these in the work they are undertaking.
- Understand and use the language of art when relating to their work and the work of others.
- Develop an increasing ability to analyse and record the world around them. observe and record
- Understand and apply the basic principles of art, including line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record observations in sketchbooks.
- Be realistic about their own abilities in art and recognise their successes as well as areas for development.
- Evaluate and discuss the outcome of their own work against the set criteria.

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- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work.
- Recognise the different approaches taken by artists in their work.
- Recognise that art differs from culture to culture and reflects the times in which it was produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to express their world.

Early Years Provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

Children will also be supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The National Curriculum

Wherever possible, the art curriculum will provide opportunities to establish links with other curriculum areas. This is further developed through our 'Enquiry Curriculum'.

KS1

Pupils will be taught:

- 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, describing the differences and similarities between different practices and disciplines and making links to their own work.

KS2

- Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.
- Specifically, pupils will be taught:
- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials.
- About great artists in history.

Cross-curricular links

English

- Art enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils can compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils can use art when creating and drawing images and designs in their English work, e.g. when creating stories with pictures.

Maths

- Art contributes to the teaching of maths by enhancing pupils' understanding of shape, space and measurement.

PSHE

- Art is used to encourage pupils to discuss their feelings about their own work, as well as their peers' work, and explain their work methods and approaches.

SMSC

- Teaching art offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art helps pupils to develop respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists.

Computing

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

Teaching and Learning

Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary.

- The school uses a variety of teaching and learning styles in art lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.
- Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.
- Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing artwork, and evaluating these.
- The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their peers' ideas and treating these with respect.
- Principles for effective teaching include:
 - Setting tasks in the context of pupils' prior knowledge.
 - Promoting active learning.
 - Inspiring, exciting and motivating pupils to know more.

- Strategies for effective teaching include:
 - Ensuring the teaching methods used suit the purpose and needs of the pupils.
 - Providing a meaningful context and clear purpose when assigning tasks.
 - Using focussed practical tasks to help pupils develop and evaluate artwork.
 - Ensuring tasks are built on skills and understanding.
- The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:
 - Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity, according to the ability of the pupils.
 - Utilising TAs to ensure that pupils are effectively supported.
- As part of art, pupils are provided with a sketchbook which they are required to take to their class. The sketchbook is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques.
- Pupils are encouraged to use their sketchbook as a place of practise, and to represent their thoughts and feelings through art and design.
- Sketchbooks are used for:
 - Practising certain skills and features and gathering information to use on larger pieces of work in class.
 - Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
 - Recording details about drawings.
 - Developing ideas for future studies.
 - Gathering information to give specific knowledge of how things are made or work.
- Sketchbooks can be used as places to collect the following items:
 - Photographs
 - Pictures from magazines, comics, cards, calendars, stamps, etc.
 - Samples of textures, fabrics and other materials
 - Lists of resources that pupils may use to produce a larger piece of work
 - Colour strips from colour mixing
 - Evaluations by pupils of their own work and the work of other artists
- Sketchbooks are an essential record of individual pupils' experiences and ideas throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes.
- Displays of artwork are used to celebrate achievement and support teaching and learning.
- Displays are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the school and respond to pupils' interests.

Planning

Planning of the art curriculum is focussed on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art techniques.
- Evaluate and analyse their work and that of others using the language of art.
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

- The school creates long-term, medium-term and short-term plans for the delivery of the art curriculum – these are as follows:
- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson
- The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Issues of health and safety are addressed in the planning and delivery of the art curriculum.
- Art is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2'.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Assessment and Reporting

- Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.
- An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.
- The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objective
- Specific assignments for individual pupils
- Observing practical tasks and activities

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- Pupils' self-evaluation of their work

Teachers will also assess pupils':

- Knowledge of tools, materials and equipment.
- Ability to record and communicate their design ideas in a clear manner.
- Personal qualities and attitudes towards their work.
- Ability to explain what they have created and how.
- Ability to use tools and materials safely and effectively.
- Ability to evaluate their work and the work of others.

Equipment and Resources

- The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains resources and topic books to support pupils' research.
- The art budget covers the cost of materials and replacement tools. Class teachers are required to maintain the tools and equipment in their classrooms.
- Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.
- At the start of each school year, the subject leader will work with the headteacher to assess the school's art tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary.

Health and Safety

- Pupils are allowed full access to a wide range of materials in art, to maximise their learning experience; however, health and safety concerns are inherent with this subject, including storing materials and tools, and the use of equipment.
- The risks of each task and the tools required will be assessed by the classroom teacher and subject leader before lesson.
- Pupils will be taught to use tools and equipment properly by the classroom teacher before use. They will also be fully briefed on the importance of how to correctly use tools and equipment.
- Staff members will act in accordance with the school's Health and Safety Policy at all times.
- Accidents will be reported following the school's Accident Reporting Procedure Policy.
- All pupils will be shown how to correctly use equipment and will be monitored by staff members whilst using equipment.
- All pupils will be made aware of how they are expected to behave, ensuring that they show respect to other people and the environment.

Equal opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the art curriculum is differentiated for these pupils.

Impact

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The impact and measure of our art and design curriculum is to ensure that children at St John's Church of England Academy are equipped with the artistic skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Monitoring and review

- This policy will be reviewed on an annual basis by the subject leader, in collaboration with the headteacher.
- The subject leader will monitor teaching and learning in art and design at St John's Church of England Academy, ensuring that the content of the national curriculum is covered.
- Any changes made to this policy will be communicated to all teaching staff.