



St. Anne (Stanley) C of E School

# Art and Design Policy

A Baseline for Achieving Excellence in Art and Design

March 2021



**St. Anne (Stanley) C of E Primary School**

## **ART AND DESIGN POLICY**

### **Curriculum Vision**

At St Anne Stanley, we are committed to providing a rich and inclusive Art and Design curriculum through which our children can feel valued and flourish. Our curriculum seeks to provide opportunities for all learners to experience the creative process. We endeavour to enhance our children's creativity through introducing our children to the inspirational work of prominent artists, designers, architects and craftspeople.

At St Anne Stanley, we value Art and Design and its potential contribution to learning and development over the course of our children's time with us and beyond. We endeavour to instil in our children an appreciation for the way in which art both captures and enriches our experience of our world. Through Art and Design, we strive for our children to be confident in creating, and engaging with, works of art.

The implementation of this policy is the responsibility of all teaching staff.

### **1. Intent**

At St Anne Stanley, we support every child to reach their full potential through a progressive, inclusive and creative curriculum in which their contributions are valued and celebrated. We aim to provide a high-quality curriculum which not only equips children with the minimum statutory requirements of the Art and Design National Curriculum but serves to engage, inspire and challenge them.

Through Art and Design, we aim to afford our pupils the knowledge and skills to experiment with, invent and create their own works of art, craft and design. At St Anne Stanley, we value the process of Art and Design as much as the outcome and we endeavour to instil this appreciation in our children. We want our children to approach Art and Design with confidence and creativity. Our curriculum intends to build on the cultural capital of our children through our focus on knowledge together with our emphasis on building our children's ability to evaluate and analyse creative works using the language of art, craft and design.

At St Anne Stanley, we seek to provide opportunities for our children to experience art in our locality. The experience of art in our locality takes the form of parent/children workshops in our school, led by local artist Ian Fennelly and visits to local art galleries. At St Anne Stanley, we celebrate our children's artwork in the community through planned exhibitions, of children's artwork, in local community spaces e.g. St Anne's Church and the dot-art Schools Exhibition. In key stage 1, our curriculum incorporates our locality through integrating our school grounds into our artwork. In year 2, for example, children learn the technique of frottage through taking rubbings of surfaces on our school playground as the basis of a piece of artwork. In Key Stage 2, our curriculum incorporates the locality through engaging the children in observational drawing in the local area. In year 5, for example, children visit the local area to draw a house from observation.

At St Anne Stanley, we aim for our pupils to develop skills in the field of Art and Design which they can apply beyond their time with us. To this end, our curriculum is structured in a manner that enables children to learn about a wide variety of prominent people working in the field of Art and Design e.g.

inventor Dominic Wilcox. Our Art and Design curriculum is founded in knowledge, we aim for our pupils to know about great artists, craft makers and designers and to understand the historical and cultural development of their art forms.

At St Anne Stanley, our Art and Design curriculum endeavours to encourage togetherness between school, home, church and the wider community. Art and Design enables us to reflect upon and express our school values, which underpin everything we do. Through Art and Design, we aim to broaden our children's horizons.

### **Aims of Subject**

At St Anne Stanley, we recognise that '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' (The National Curriculum in England Framework Document (DfE) 2014).

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
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### **School Values**

At St Anne Stanley, our school values of honesty, friendship, understanding, hope, confidence and family are embedded across our curriculum. In Art and Design, our children are encouraged to:

- Speak openly about their experiences of creating and engaging with works of art (honesty)
- Work together on collaborative pieces together with supporting one another in the creation of individual pieces (friendship)
- Show understanding for different perspectives on artworks, including their own (understanding)
- Aspire to make a positive difference through their creations (hope)
- Confidently work through the creative process (confidence)
- Work with parents/carers on creative projects within and outside of school and express their unique identity and experiences through Art and Design (family).

### **Cultural Capital**

At St Anne Stanley, we seek to provide opportunities for our children to build upon their cultural capital with a focus on developing the language of art. Through identifying the key words associated with each topic, our teachers are prepared to discretely teach our children the subject-specific vocabulary associated with Art and Design i.e. the language of art.

At St Anne Stanley, we strive to provide opportunities for our children to experience prominent works of art through planned trips to local galleries. We further endeavour to enrich our children's cultural capital

through providing opportunities to work with visiting artists. At St Anne Stanley, we strive for our children to have the cultural capital to be confident in creating, and engaging with, works of art.

## **2. Implementation**

At St Anne Stanley, we have recently revamped our Art and Design curriculum to ensure that we have a broad and balanced curriculum, together with full coverage of the National Curriculum for Art and Design. Our new framework is structured for a progressive, inclusive and creative curriculum through providing effective progression in skills and knowledge and affording opportunities for all children to reach their full potential. Our Art and Design curriculum engages, inspires and challenges our children. Our children are further challenged by our Art and Design Club, a space where children can get creative with their developing skills and knowledge.

Art and Design is taught in alternate half terms to Design and Technology either as discrete lessons or within blocks of lessons within the term. Our Art and Design curriculum maintains a clear focus on knowledge and skills. Our curriculum demonstrates clear progression in drawing, painting and sculpture together with a range of other art, craft and design techniques. Progression is also mapped out in terms of the formal elements of art together with skills linked to evaluating and critically analysing creative works.

At St Anne Stanley, our curriculum is founded in knowledge. Our Art and Design curriculum endeavours to develop our children's knowledge in conjunction with their skills. For example, our knowledge organisers present our children with the key learning for each unit which serves to support our children in remembering their learning journeys. The focus on key vocabulary, included in our knowledge organisers supports our children to develop the language of art, craft and design. Our Art and Design curriculum further builds upon our children's knowledge as they learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At St Anne Stanley, our children are encouraged to produce creative work, exploring their ideas and recording their experiences. We value the process of Art and Design as much as the outcomes. For example, our class Art and Design displays showcase the artistic process, through the four strands (research, practice, create and evaluate), together with displaying key vocabulary and prior, current and future learning. Our children's work is celebrated through displays in each class. In celebration of the most recent Art Week, we invited every child to design a tile with their interpretation of our school motto 'Many Hearts Make a School'. This whole-school collaborative project enabled every child from Nursery through to Year 6 to display a piece of artwork for visitors to our school to appreciate.

At St Anne Stanley, we endeavour to encourage togetherness between school, home, church and the wider community. For example, our visiting artist Ian Fennelly leads workshops in each year group. This gives parents the opportunity to work with their children in applying their developing Art and Design skills.

The implementation of the Art and Design curriculum is supported by the Kapow framework for Art and Design. In particular, lessons incorporate teacher and pupil instructional videos demonstrating a wide range of Art and Design techniques. This supports all teachers, no matter what their artistic background, to deliver a high-quality curriculum. Our teachers are further supported to develop their subject knowledge and skills through subject-specific training during INSET days. For example, our staff have benefited from training, delivered by art and design subject specialists and advisors, as part of INSET days and curriculum meetings.

## **Planning and Sequencing**

At St Anne Stanley, we have revamped our Art and Design curriculum to incorporate greater diversity in the range of children's experiences. As part of the revision of our Art and Design curriculum, we have ensured full coverage of the National Programme of Study for Art and Design and a broad and balanced approach utilising subject association guidance and adopting and adapting the Kapow framework.

At St Anne Stanley, we recognise that while Art and Design is not taught as a discrete subject in the Early Years Foundation Stage; our children develop knowledge, skills and understanding relevant to Art and Design through Expressive Arts and Design (an area of learning within the EYFS framework). Our Art and Design progression map acknowledges our children's early creative experiences and aims to build upon their learning. Our Art and Design progression map therefore incorporates EYFS, KS1 and KS2, enabling us to ensure that our children's learning journey, through the subject of Art and Design, is progressive, with prior learning built upon and embedded as children move through school.

The planning and sequencing of Art and Design is managed in three phases:

- Long Term Planning: Our curriculum overview outlines the content covered in each year group while our long term plan provides a journey through the objectives covered in each term of each year group.
- Medium Term Planning: Our medium-term overviews serve to put our children's learning into context through detailing prior learning, current learning and future learning; providing links to the National Curriculum; and identifying key vocabulary and assessment criteria.
- Short Term Planning: Our short-term plans detail how our learning objectives are addressed i.e. the learning outcomes linked to each learning objective. Our short-term plans also point to the ways in which the activities chosen to deliver the objectives can be differentiated to support and challenge our children.

At St Anne Stanley, progression in Art and Design is mapped onto the Development Matters framework and the National Curriculum Programme of Study for Art and Design.

## **Early Years Foundation Stage**

The subject of Art and Design relates to the area of learning and development entitled 'Expressive Arts and Design' in the Early Years Foundation Stage. While there are two aspects to this area of learning and development i.e. 'Creating with Materials' and 'Being Imaginative and Expressive'; Art and Design more strongly reflects expectations related to the former aspect of learning i.e. 'Creating with Materials'.

### **Creating with Materials (as related to Art and Design)**

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.

## **Key Stage 1**

Pupils should be 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 and design 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 should 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, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

## **Health and Safety**

At St Anne Stanley, our curriculum is designed to ensure that art, craft and design is experienced in a healthy and safe environment. To this end, we only use materials that are safe for children and we only give children amounts of art materials appropriate for their age and stage of development. With a view to promoting independence, our teaching staff work to ensure that every child knows the safety rules attached to each lesson and follows them.

## **Cross-Curricular Links**

### **Personal, Social and Health Education (PSHE)**

At St Anne Stanley, our children's wellbeing is at the heart of our curriculum. The Kapow Primary Art, Craft and Design framework, around which our Art and Design curriculum is structured, includes wellbeing as a subject of study together with incorporating a focus on wellbeing throughout the scheme.

As part of the development of the Kapow Primary Art, Craft and Design framework, the country's leading online mental health provider for children, Xenzone, played a role in creating engaging lessons addressing aspects of the PSHE Association's curriculum. This resource also offers videos for teachers containing accessible information on prevalent mental health conditions and practical tips for supporting our children.

### **Mathematics**

Through Art and Design, our children have opportunities to create visual representations of number and patterns in original and creative ways. Through studying shapes in space, our children develop their understanding of geometry. As children progress, they apply their understanding of fractions and ratios by looking at proportions in art.

### **English**

At St Anne Stanley, we use the language of art to help our children to describe settings and characters in their mind's eye, or to depict those aspects from passages they have read. The same skills that our children develop from reading can also be used to discuss and analyse works of art, e.g. what is the mood of the piece? How has the artist created this? How do we know?

## **Computing**

Our Art and Design curriculum incorporates the use of ICT through engaging pupils in instructional videos linked to developing their use of techniques through to researching prominent people and different forms of artworks online. Through Art and Design, our children are provided with opportunities to use digital technologies and software such as digital cameras and photo-editing software.

## **High Quality Teaching and Learning**

Our teachers are provided with regular and on-going CPD to maintain and further develop their expertise in delivering a high quality Art and Design curriculum. Teachers have access to a suite of inspiring teacher demonstration videos and interactive resources accompanying each unit of work. The short instructional videos are unique in that they are teacher focused and serve to bring lesson plans to life. Techniques which can seem difficult on paper suddenly become simple, inspiring teachers and building CPD into lesson planning. In addition, the subject leader provides regular input at staff meetings and in 2019/20 teachers had the opportunity to teach alongside and learn from an artist in residence.

Our Art and Design curriculum is progressive; we aim to continually embed and build upon our children's prior knowledge. This is supported by the implementation of knowledge organisers which capture our children's key learning in each topic. Our knowledge organisers enable our children to review their learning through key statements that remind them of their experience within each topic thereby helping them to know and remember more.

At St Anne Stanley, our children's experience of Art and Design is further enhanced through planned visits to local galleries and planned opportunities for our children to work with a visiting artist.

## **Opportunities to Develop Subject-Specific Literacy – Oracy and Vocabulary**

At St Anne Stanley, we recognise that developing children's language skills plays a pivotal role in promoting their learning across the curriculum. In Art and Design, we recognise that our children need the language of art in order to effectively articulate their creations together with engaging with the works of others.

To this end, we maintain a focus on developing our children's subject-specific vocabulary. This is implemented through identifying key vocabulary across the school curriculum and developing this vocabulary through each unit of work in a progressive way. These key words are a focus of our teaching, part of our Art and Design classroom displays and are included in our knowledge organisers. This serves to build children's vocabulary and consolidate their learning of new words.

We encourage children to use the language of art to reflect upon their own work together with analysing and critiquing the work of others. We encourage expression through the sharing of personal opinions. Through Art and Design, our children are encouraged to articulate their responses and justify their perspectives. Our staff model appropriate speaking and listening skills together with encouraging our children to listen to the views of others and offer relevant questions and comments.

## **Progress – Knowing More and Remembering More**

At St Anne Stanley, we recognise the importance of knowledge acquisition as a key driver in raising the attainment of all children. Our Art and Design curriculum explicitly identifies the key knowledge that pupils should acquire through partaking in each Art and Design topic. Key knowledge is captured and shared with our children and staff through our knowledge organisers.

Our Art and Design progression map enables us to contextualise our children's learning as teachers are aware of how the children's current learning fits in with their prior and future learning. Our progression map comes to life in the classroom as prior learning, current learning and future learning is displayed as part of our Art and Design classroom displays. This serves to enable our children to see how they are building upon their prior learning and how their current learning fits in with their future learning.

## **Assessment**

### **EYFS**

Regular observations of children's learning are recorded in children's learning journeys which contribute to formative assessment and planning next steps for learning. Observations of children's learning contribute to a summative assessment at the end of EYFS using the Early Learning Goals for 'Expressive Arts and Design'.

### **KS1 and KS2**

Pupils' learning is formatively assessed during lessons. This serves to inform teachers as to the level of support and challenge they need to provide for their pupils. At the end of each topic, there is a summative assessment centred on the learning objectives linked to each topic. The end of topic assessments carried out over the course of the year contribute to the summative judgement at the end of the year.

## **Learning Environment**

At St Anne Stanley, we value our children's learning journey and we celebrate their work. This is captured in our classroom Art and Design displays which showcase prior learning, current learning/artworks and future learning. This serves to embed the key knowledge associated with each Art and Design topic.

Our Art and Design curriculum strives to engage children in the creative process. This process is celebrated through our classroom Art and Design displays which showcases the four strands present in each unit (research, practice, create and evaluate). This serves to highlight the way in which we value the process of creating as much as the outcome.

At St Anne Stanley, we strive to develop our children's subject-specific vocabulary enabling them to use the language of art. Our classroom Art and Design displays therefore display the key words associated with the current Art and Design topic, enabling our children to draw upon relevant vocabulary in articulating their own creations and responding to the work of others.

## **Reading**

At St Anne Stanley, opportunities for reading and responding to text are embedded across all areas of the curriculum. Through Expressive Art and Design in the Early Years Foundation Stage, children are given the opportunity to respond to what they have read or heard read through opportunities for mark-making. During Key Stage 1, children are given opportunities to read books that correspond to their level of phonic knowledge and skills together with books that go beyond this, with a view to following children's interests and developing reading for pleasure. Children are encouraged to express their ideas and support their writing through artwork. During Key Stage 2, our children engage with a wide range of quality reading material. We develop our children's understanding of how illustrations work with text to create meaning for the reader. As they progress, children are encouraged to apply this understanding in developing illustrations for their own writing.



As part of the learning environment for Art and Design, children are provided with planned topic books that link with the current topic of study. This enables our children to independently further their knowledge in Art and Design.

## **Inclusion**

At St Anne Stanley, we believe that all children can achieve. Our Art and Design curriculum is inclusive with lesson plans detailing the way in which children can be supported to achieve the learning objectives together with how children can be challenged to exceed the set objectives.

Differentiation supports all children to reach their full potential. Differentiation in Art and Design is achieved through a range of strategies including:

- Setting common tasks that are open-ended and thus can have a variety of responses;
- Setting tasks of increasing difficulty which children can work towards achieving;
- Grouping children by attainment and setting differentiated tasks for each group;
- And teachers and teaching assistants supporting the work of individual children or small groups.

Through our Art and Design curriculum, we strive to enable all children to make progress and reach their full potential. We therefore work to set suitable learning challenges. Formative assessment enables teachers to consider each child's progress against set learning objectives and respond accordingly. As part of this process, we look at a range of factors such as teaching and learning materials etc. so that we can take some additional or different action to enable individual children to learn more effectively.

Through formative assessment, teachers identify children who are exceeding expectations. Children who excel in the subject of Art and Design are identified on our Gifted and Talented register. Higher attaining and gifted and talented children are provided with opportunities to further extend their learning through, for example, getting involved in our more-able art club.

Our children with special educational needs and disabilities have a Play Plan in the Early Years Foundation Stage and a Pupil Plan in Key Stages 1 and 2. Both of which set out personalised learning and development goals, which may include, as appropriate, specific targets relating to Art and Design.

At St. Anne (Stanley) C of E Primary School, we aim to create a fully inclusive, person centered environment which reflects the values of our Church of England faith. The views and needs of the child and their families/carers are at its heart to encourage a strong focus on high aspirations and on improving outcomes for children with SEND, to enable them to succeed in their education and make a successful transition into adulthood.

## **SEND**

We will consider the following approaches in our teaching of Art and Design to children with SEND.

- Maintain an inclusive learning Environment considering the following:
  - Sound and light
  - Seating
  - Resources
  - Displays
- Multi-sensory approaches considering the following:
  - Learning styles
  - Use of ICT
- Working with additional adults considering the following:

- Consulting children's
- Planning support
- Evaluation
- Managing peer Relationships considering the following:
  - Grouping pupils
  - Managing group work and discussion
  - Developing responsibility
- Adult-Pupil communication considering the following:
  - Teachers' communication
  - Children's communication
  - Child-teacher interaction
- Formative assessment considering the following:
  - Understanding the aims of the lesson
  - Focus on how children learn
  - Children know where they are in relation to the aims
  - Giving feedback
  - Understanding assessment criteria
  - Reviewing progress and helping children to improve
  - Gathering assessment evidence
- Motivation considering the following:
  - Understanding the structure of the lesson
  - Relevant and motivating tasks

## **EAL**

All pupils at St Anne Stanley need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make in Art and Design. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness in his subject.

We will ensure our learning environment is welcoming to everyone. We will ensure we have dual language displays where appropriate in our subject area to support EAL and help them to feel comfortable. Specific resources will be made/ordered to match the language of our EAL pupils in Art and Design.

Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study and at St Anne Stanley we will ensure all EAL pupils will achieve the highest possible standards by taking into account each child's life experiences and needs so they can succeed in Art and Design.

## **SMSC/British Values**

At St Anne Stanley, we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. Throughout our Art and Design curriculum, there are explicit links to SMSC which enable our teachers to seize opportunities to support the SMSC development of our children through the subject of Art and Design.

As part of the focus on SMSC, our Art and Design curriculum actively promotes the fundamental British values of:

- Democracy

We strive to make our children aware that the concept of democracy transcends the more literal understanding of the term to include those processes which select and approve artwork by the majority, for example.

- The rule of law

The implementation of our school rules creates a positive and supportive learning environment in which our children can feel safe to take risks in the creative process.

- Individual liberty

An acceptance of the liberty of the individual to interpret or create a piece of artwork in their own unique way is an integral element of our Art and Design curriculum.

- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Through Art and Design, our children are given opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers, which may differ from their own.

### **Enrichment**

St Anne Stanley enriches the Art and Design curriculum through planned visits to local galleries; parent/children workshops led by visiting artists; and the celebration of children's artwork in the local community.

### **Homework**

While weekly homework is not specifically set for the subject of Art and Design; the parents/carers of each year group are provided with an Art and Design Curriculum Booklet. Curriculum Booklets are comprised of a description and visual representation of each lesson within each topic together with details of the key vocabulary attached to each topic. Curriculum Booklets serve to inform parents/carers as to the content of the Art and Design curriculum in which their child is engaged. Curriculum Booklets also provide parents/carers with specific ideas to support and extend their child's learning at home including places to visit and Art and Design projects that enable children to practice and build upon their developing knowledge and skills.

## **3. Impact**

During Key Stage 1 and 2, there is formative and summative assessment of Art and Design against the National Curriculum Programme of Study for Art and Design. With regard to EYFS, observations of children's learning demonstrate formative assessment and contribute to a summative assessment at the end of EYFS using the Early Learning Goals for 'Expressive Arts and Design'.

Formative assessment of children's learning is an ongoing monitoring of children's understanding, knowledge and skills against learning objectives by the class teacher during lessons. This form of assessment is supported by our lesson plans which impart a clear picture of what is expected of children in each lesson; how children may need to be supported to meet those expectations and how children might

exceed those expectations. Formative assessment is used to inform differentiation, support and challenge during lessons.

Summative assessment of children's learning in Art and Design takes place at the end of each topic. Children are assessed against the set objectives, which reflect the National Curriculum, as set out in each topic. Teachers recognise that sketchbooks provide an important insight into skill progress and therefore consider sketchbooks in making final judgements.

Summative assessments are recorded as 'working towards' the set objectives, 'meeting expectations' or 'exceeding expectations'. This information is passed to the Art and Design coordinator who collates and analyses the data for trends regarding different groups of learners including children with special educational needs and children with English as an additional language.

The impact of the curriculum is further measured through the monitoring of teaching and learning in the form of book looks, lesson visits, learning walks and pupil voice.

**Name: Mrs E. Bell**  
**Subject Coordinator 2021**

This policy will be reviewed every two years.

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