

# Art & Design Policy

## 2024-2025



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

*"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."*

# SAFEGUARDING STATEMENT



***“St Gerard’s Catholic  
Primary and Nursery School  
is committed to  
safeguarding and  
promoting the welfare of  
children  
and young people and  
expects all staff and  
volunteers to share this  
commitment”.***

*“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.” Mary Lou Cook*

<b>Policy Date:</b>	<b>September 2024</b>
<b>Policy Status:</b>	<b>Statutory</b>
<b>Policy Review Cycle:</b>	<b>Annual</b>
<b>Next Review Date:</b>	<b>September 2025</b>

The Subject Leadership role of Art at St Gerard's is central to improving outcomes for our children. Subject Leaders at St. Gerard's have high expectations of themselves and our children and are passionate about their specialisms. The lead for Art shall ensure that the children thoroughly enjoy and partake in multiple experiences of dance, drama and the visual arts: learning about the prominent and local artists and its history.

“An essential aspect of creativity is not being afraid to fail.” Dr. Edwin Land

**Responsible to:**

Governors Head Teacher, Assistant Head Teacher

**Introduction:**

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special 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, form, pattern and different materials and processes. Children become involved in shaping their environments through Art and Design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and Designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. Although direct reference to British Values is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

**Purpose of study**

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.

**National Curriculum:**

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.

**The aims of Art and Design are:**

- to develop creativity and imagination through a range of complex activities;
- 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 foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and Designers.
- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;

**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 in Art and Design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. 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 say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate 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 ICT.

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:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- recognizing that a child may be gifted in Art, even though their strength is not academic core subjects;
- using additional adults to support the work of individual children or small groups.

### **Art and Design curriculum planning**

Art and Design is a foundation subject in the National Curriculum. At St Gerard's Catholic Primary and Nursery School we use the national skills and objectives set out in key stages of work as the basis for our curriculum planning in Art and Design. We may adapt the national scheme to the local circumstances of our school as we may use the local environment as the starting point for aspects of our work. The Art & Design progression document must be followed and there should be a sequence of lessons (not just "one-off" lessons).

We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our Art and Design subject leaders work this out in conjunction with teaching colleagues in each year group and the Key Stage Leads (EYFS, KS1 and KS2).

Our medium-term plans, which we have adopted from the national scheme and a commercial scheme, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Each class teacher is responsible for developing and using the medium term plans. Copies are available to the Subject Leader

Class teachers complete a weekly plan which may be cross curricular. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. The class teacher will ensure that a piece of art work is built up to by following a series of lessons for this. This may include researching an artist, testing out techniques, Designing, making and evaluating.

We plan the activities in Art and Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. These skills are then assessed by the class teacher with the subject lead to ensure progression for all children. These skills will be seen throughout the children's sketchbooks.

### **The Early Years Foundation Stage**

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children 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.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

### **Contribution of Art and Design to teaching in other curriculum areas**

## **English**

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. Artists and choreographers will be studied and written work produced alongside practical work within the children's journals. Children can use their writing skills that are taught in English to allow them to create pieces such as artist research, fact files and art evaluations. This allows their writing skills to be used and further developed in other areas of the curriculum such as art.

## **Mathematics**

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of pattern, shape and space through work in two and three dimensions.

## **Computing**

We use computing to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and Designers.

## **Personal, social and health education (PSHE) and citizenship**

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

## **Spiritual, moral, social and cultural development**

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Children can discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, Designers and craftspeople.

## **Teaching Art and Design to children with special needs**

We teach Art and Design to all children, whatever their ability. Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Art and Design takes into account the targets set for individual children in their Individual support plans (PSPs).

## **Assessment and recording**

We assess the children's work in Art and Design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum skills identified as ARE. The teacher records the child's attainment, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The Art and Design subject leader keeps evidence of the children's work in a file. Other evidence is kept in the children's sketchbooks. Evidence will also be collated through school and class displays, the website and Twitter feeds. This demonstrates what the expected level of achievement is in Art and Design in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DfE.

## **Resources**

We have a range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design cupboard. This room is accessible to children only under adult supervision. An audit of resources will be completed termly by the Art and Design team and an order will be given to the school office to replenish the resources. Specialist materials will be supplied by the resident artists working across the year groups.

## **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design and being informed about current developments in the subject. The Art and Design subject leader gives the headteacher an annual summary report in which s/he evaluates the teaching and learning in the subject, and indicates areas for further improvement. The Art and Design subject leader has specially-allocated regular management time, which s/he uses to review evidence of the children's work, monitor assessments and when instructed by SLT to undertake lesson observations of Art and Design teaching across the school.

All activities and visiting artists will adhere to our Safeguarding policy and procedures.

### **Accountability**

An annual action plan and termly summary report is produced for the Leadership team. These are then summarised by the Leadership team member with responsibility for the curriculum and shared with the Governing Body.

**Agreed by Governing Body:**

**Date of next Review: September 2025**