



St John's Stonefold CE Primary School, Rising Bridge

Whole School Policy for Art and Design	
Written By	E A Dawson
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Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.

From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

Statement of Intent:

The aim of teaching Art at St. John's Stonefold is to stimulate creativity and imagination. It provides visual, tactile, and sensory experiences and a unique way of understanding and responding to the world. Through art and design activities, our pupils learn to make informed value judgements and aesthetic decisions. They explore ideas and meanings in the work of artists, craftspeople and designers. Children learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures.

The main aims of teaching Art in our school are:

- To stimulate curiosity in Art.
- To develop and embed fine and gross motor skills which enable children to use a range of tools competently.
- To provide opportunities for experimentation with as many different media as possible.
- To explore the different tools, techniques and methods used for each medium.
- To develop an understanding of the concepts of line, shape, space, colour, texture, pattern and function.
- To work with a wide variety of styles and forms of Art from a range of periods and cultures.
- To promote spiritual development in a personal way through creative work.
- To ensure children have significant time for deliberate practice.
- To explore and use different artistic methods that develop practical art skills and knowledge.

Expectations

We understand that creativity can a fragile process and that it is hard to measure and should always be nurtured and supported. However, it is a strong expectation that the children complete each piece of art to their best ability. Pupils should be encouraged to talk about their work and evaluate where needed.

We regard Art as an important subject because;

- Art can be linked to key cultural understandings.
- Artistic skill and knowledge contributes to heightening levels of curiosity, creativity and imagination.
- Art can help children make positive connections to other subjects in wider their life.

Implementation of Art

Statutory Requirements:

Statutory requirements for the teaching and learning of Art and Design are laid out below. All statutory requirements listed below are from The national curriculum in England Key stages 1 and 2 framework document and Early years foundation stage (EYFS) statutory framework.

Early Years:

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.

In Key Stage 1 children 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.

In Key Stage 2 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.

Structure of Art in our school:

We encourage children to explore their skills of observation and artistic discussion. Emphasis is placed upon teaching children the specific skills they need to continue to practise their knowledge throughout the rest of the school. Children are taught about a wide range of artists throughout their time at St Johns Stonefold and is often linked to a wide range of curriculum subjects.

For a more in-depth school overview please refer to the 'Progression in Art' located on the school drive and in the Art subject lead folder.

Planning of Art

Art is planned at a teacher's digression. They should use our progression of skills and knowledge to support their planning. Teachers are provided with knowledge organisers that support them in the organisation of their vocabulary and required skills for the particular skill they are teaching. Activities planned should be built upon previous learning to ensure progression in the subject.

Early Years:

In EYFS, Art is promoted through focused continuous provision areas. This includes teacher input to promote new skills and techniques. A variety of art resources are made available for the children to access independently and are rotated on a regular basis.

The implementation of art in KS1 and KS2 is taught with a thematic approach and is taught in a four-year cycle, so the children have access to a wide range of skills embedded in the curriculum.

Key Stage One:

Year A -

Autumn: Funny Bones - Drawing.

Spring: Up, Up and Away! - Collage.

Summer: Our School - Textiles - quilting/tapestry and 3D sculpture.

Year B

Autumn: Capital! - Painting.

Spring: What is it like in the Amazon? - Printing.

Summer: Toy Story - Puppet making.

Year C

Autumn: Masterchef! - Painting Pieter Bruegel the Elder & LS

Lowry.

Spring: Let's Explore! - Collage.

Summer: What a Wonderful World! - Textiles - quilting/tapestry and 3D sculpture.

Year D

Autumn: Is Climate Cool? - Textiles - clothing linked to science materials and climate - different seasons, 3D.

Spring: Home Sweet Home! - Drawing.

Summer: Kings and Queens - Print.

Key Stage Two:

Year A

Autumn: Moving With the Times - Great Artists.

Roman Mythology Paintings by Famous Artists - Salvador Dali.

Spring: To infinity and Beyond! - Great designers, Sculpture Space 3D Planets, Rockets, Moon Buggies.

Summer: This is Your Life - Self Portraits, Drawing - Regal Poses - Leonardo Da Vinci.

Year B

Autumn: Disasters and Triumphs: Printing - Tartan.

Spring: Food Glorious Food: Digital Media - Andy Warhol.

Summer: Back to the Future - Collage History.

Year C

Autumn: Our Wonderful World - Textiles (Vikings).

Spring: There's No Place Like Home - Drawing (Linked to local History) Ansell Adams - Landscape Light & Dark.

Summer: Masterpiece! - Sculpture (Greeks).

Year D

Autumn: Crime and Punishment - Collage (Electricity Art).

Spring: World in Danger - Printing (Mayan Art).

Summer: Citius, Altius and Fortius - Painting (Olympic Art).

Resources:

Resources are stored under topic areas linked to the school curriculum. They are clearly labelled and all staff are aware of the location. We have a wide range of resources that are audited a regular basis to ensure the appropriate resources are available for the teaching of Art. The Subject Leader will be responsible for ordering equipment and materials. It is the responsibility of each class teacher to identify additional resource needs in relation to their project. This will be maintained by the art and design co-ordinator. Any shortages, breakages or losses should be reported immediately to the art and design subject leader.

Equal opportunities:

St John's Stonefold has ambitions for every child, whatever their background or circumstances. Our curriculum includes resources which represent the diversity and backgrounds of all our children.

Impact of the curriculum

Lancashire Guiding Principles for Primary Art and Design states that art and design should be taught a minimum of:

Key Stage 1 - 36 hours annually.

Key Stage 2 - 36 hours annually.

How work is recorded

Most art work is recorded in the children's sketchbooks and floor books. Teachers are encouraged to take pictures and display it where appropriate.

How work is assessed:

We feel that the assessment of art as a foundation subject should not be an onerous process. Therefore, we have created an assessment format that simplifies this process whilst also gathering all assessment data that is needed.

Age Related and Above (with SEND marked)	Working Towards the Expected Level (with SEND marked)
Percentage of children:	Percentage of Children:

The Governing body:

Regular reports are made to the governors on the progress of art/design provision. The policy will be reviewed every three years or in accordance with any changes to legal requirements.

Standards in the subject are monitored by:

- Discussions between teacher and pupil.
- Evidence in floor books and sketchbooks.
- Annual resource audit.
- Displays.