



## SSMJ POLICY FOR

### Art and Design

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*Following the example of Jesus, together we learn, love and respect one another to be the best we can be.*

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“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”



**Art and Design Policy May 2020**

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## **The Purpose of studying Art and Design:**

At SSMJ we follow the National Curriculum Programme of Study for Art and Design. Our Art and Design topics consider the children's interests to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

### **Aims:**

In line with the national curriculum 2014, the curriculum at SSMJ aims to ensure that all pupils:

To enable all children to have access to a varied range of high quality art experiences

- To provide an imaginative, innovative and coordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences
- To develop children's design capability
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

### **Intent:**

At SSMJ, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

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.

### **Implementation:**

The teaching and implementation of the Art and Design Curriculum at SSMJ is based on the National Curriculum to ensure a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work. Areas covered include sculpture mosaics, printing based on topic work, such as animal printing, nature, Aboriginal art, painting, pointillism, Pop Art and the works of the Impressionist artists. More detail can be found in our Long Term plan.

The work of famous local, national and international artists are explored to enhance the children's learning.

The children's learning is further enhanced with whole school 'Art' days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

### **Impact**

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly in their learning journals. Age related expectation levels are reported to parents at the end of the reception year.

### **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. There is an Art and Design progression document that teachers follow to ensure the progression of skills is built on previous skills and adds challenge. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct 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, to 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 other artists' work, educational visits and 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 which are differentiated by task, expected outcome and/or support from peers or adults.

### **Assessment:**

The National Curriculum states that:

*'By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (Art and Design) programme of study.'*

At St Michael and St John's RC Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key Art and Design knowledge is taught to enable and promote the development of children's artistic skills. Assessment is supported by use of the following strategies:

- Monitoring and observation;
- Differentiation;
- Quality questioning
- providing effective feedback
- Assessment

(See appendix (i) SSMJ's Assessment Policy)

### **Planning and Resources:**

Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also

collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

### **Organisation:**

At SSMJ, we follow a sequence of lessons within each unit. This allows children to enhance their knowledge of Art and Design related skills.

### **EYFS:**

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

### **KS1:**

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

### **KS2:**

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

### **Equal Opportunities:**

At SSMJ Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate affirming attitudes towards others. Support for specific individuals is well considered and

planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

### **Inclusion:**

(eg EAL/SEN/PPG/Provision for HA) All pupils are entitled to access the Art and Design curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of KWL and spider diagrams, teaching takes account of the children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging Art and Design curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality which engage the children further through practical learning activities.

### **The Role of the Subject Leader:**

The Subject Leader's responsibilities are:

- To ensure a high profile for the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Art and Design.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of Art and Design.
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the Art and Design curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the Art and Design curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## **Parents (Including Homework):**

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of Art and Design. SSMJ has created strong local links with artists, who come into school and work closely with the children on new and exciting projects. Parents and carers are involved with supporting their children with topic- based homework.

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Parents and carers are involved with supporting their children with topic-based homework. Art and Design homework tasks are well communicated and have a clear purpose, often providing children with the means to practise their skills to support their classroom work.

## **ROLES AND RESPONSIBILITIES**

<b>Governor Committee</b>
<ul style="list-style-type: none"><li>▪ Evaluation of Impact</li><li>▪ Hold the HT to account</li><li>▪ Whole school overview record</li><li>▪ Summary of attainment and progress for each cohort and significant groups</li></ul>
<b>Headteacher</b>
<ul style="list-style-type: none"><li>▪ Whole school analysis (including trends over time)</li><li>▪ Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)</li><li>▪ Managing the monitoring/assessment calendars</li><li>▪ Ensuring that decisions made and agreed are carried out</li><li>▪ Prepares whole school data for presentation to the governors</li></ul>
<b>SLT</b>
<ul style="list-style-type: none"><li>▪ Monitoring the performance of teachers and overview of pupils</li><li>▪ Analysing cohort/group data and preparing it for presentation to governors</li><li>▪ Holding subject leaders/teachers to account for targets set</li><li>▪ Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers</li><li>▪ Hold teachers to account for impact where resources have been allocated</li><li>▪ Ensure targets set lead to improved performance/ rise in attainment</li></ul>
<b>Subject leaders</b>
<ul style="list-style-type: none"><li>▪ Monitor the performance in their subjects</li><li>▪ Analyse and report on attainment and progress in their subject for SLT</li><li>▪ Highlight areas of strength to celebrate and weakness to support</li><li>▪ Moderate and address issues arising from mismatch between data/pupil books / observations etc.</li><li>▪ Hold teachers to account for performance in their subject area</li></ul>
<b>Teachers</b>
<ul style="list-style-type: none"><li>▪ Operate within the assessment time frame</li></ul>

- Meet or exceed the targets set for each child
  - Record and analyse pupil/ group results
  - Highlight areas to celebrate and to address ready for pupil progress meetings
  - Prepare for pupil progress meetings
  - Plan for timely intervention where needed and report impact
  - Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school

