

Art and Design Policy



Date of Amendment: March 2025

Review Date: March 2028

Art and Design Policy

Intent

At St Thomas of Canterbury Church of England Primary School, we believe that through Art and Design we want to engage, inspire and challenge pupils by introducing them to a broad range of techniques, materials and artists, craftspeople and designers. We want to equip them with the knowledge and skills to experiment, explore, take risks, invent and create. This will inspire them to explore their own identity as well as being curious about respecting and connecting with others. Most importantly, we want them to foster a positive, life-long relationship with the subject and have fun.

Through our curriculum, based upon a progression of skills and in line with the National Curriculum, pupils should be taught:

EYFS

- to be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- to be able to share their creations and be able to explain the process they have used

Key Stage 1

- 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

- 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
- 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

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Implementation and Impact

At St. Thomas of Canterbury Church of England Primary School, we operate a two-year rolling timetable within KS1 (Years 1 and 2), and within Upper and Lower KS2 (Years 3 - 6). In EYFS Art and Design is incorporated into a topic-based curriculum. The equivalent of 1 hour per week is allocated to Art & Design, but this is blocked into units of 2 hours per week over a period of a half term. Where appropriate the art unit is related to work from other areas of the curriculum. Pupils are taught in mixed ability classes with appropriate adaptation of the skill through the 'challenges' structure (C1, C2 & C3) embedded across the school.

Teaching and Learning

The EYFS, Key Stage One and Key Stage Two programmes of study is planned and implemented to ensure that all children of all abilities progress towards the knowledge, skills and understanding that pupils are expected to have by the end of their respective key stage.

Pupils are taught as a whole class and in small groups. Progression is built into the schemes and many units build upon skills acquired in earlier work. Lesson objectives are skills-based to ensure this progression. As Year 1 & 2, 3&4 and 5&6 are grouped together, it is important that the level of skill should be higher in Years 2, 4 & 6 so that progression is maintained. This, in part, is done through the 'challenges' structure.

Each lesson should be structured to have clear objectives and steps to success, which are shared and reviewed with the pupils. Often, the lesson will include mini-plenaries, which will help assess teaching and learning, inform future planning and encourage the pupils to reflect on or share what they have learnt; staff and children alike have opportunities to evaluate the impact of Art lessons. Work is usually displayed or used as part of a project. Work may be taken home.

Special Educational Needs, Equal Opportunities and Differentiation

Art & Design offers opportunities for every pupil regardless of gender, cultural, intellectual or social differences. We are aware that every pupil has an entitlement to the Art & Design curriculum which:

- has high expectations of all individuals
- develops positive attitudes through praise, help and encouragement to overcome difficulty
- encourages the involvement of everybody in shaping the learning environment
- takes account of the fact that individuals tackle different tasks at different speeds
- ensures that within programmes of study and quality first teaching, opportunities exist for access at a number of different levels to cater for learners' individual strengths and abilities (Challenges 1, 2 & 3)
- ensures that learning support is available when required and for those with EHCP provision

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- set tasks, which are relevant to the interests, needs and experiences of the learner, allowing for a variety of approaches

Art & Design activities are planned on the understanding that children of similar age will vary greatly in ability and understanding. Lessons are differentiated for children who have difficulty with certain tools or processes.

There are many ways in which the work could be differentiated to meet needs. For example:

- Varying input
- Changing content or task
- Availability of resources
- Grouping pupils
- Support from Learning Support Assistants (where applicable), the class teacher or other adults
- Response/outcome

Disability Equality Scheme

At St Thomas of Canterbury Church of England Primary School, we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the Art & Design curriculum.

Learning across the Curriculum

Key Skills

As well as making its own distinctive impact to the primary curriculum, Art & Design contributes to other subject areas. Explicit links are made through the schemes of work to other subject areas; similarly, other schemes of work make links regarding how Art & Design is used. The weekly planning meetings offer staff opportunities to discuss such cross-curricular links and the ongoing implementation and impact of Art teaching.

Assessment, Recording and Reporting

Assessment will be ongoing and will include observation, questioning and peer- and teacher-feedback. Lessons at the end of each unit can be set aside to assess the children's skill progression against the key skills taught in a unit of work. Assessment will be in line with the

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whole school assessment policy. Evidence of coverage, standards and overall impact will be collected and retained by the Art & Design Curriculum Subject Leader. Curriculum coverage and individual attainment will be reported to parents, colleagues and schools in the next phase. Alongside teacher assessments, children should also take an active role in evaluating their own learning and progression.

Health and Safety

The school is aware of the importance of safety in all areas of school life, especially in areas of Art & Design. Teachers follow safety rules and regulations and where necessary develop an awareness and appreciation of safety amongst children. The safety guidelines used in the school are those of the LA Health & Safety Standards and Risk Assessments. Detailed instructions for Health and Safety in Art & Design are in the document 'Health and Safety Standards', which is kept in the Headteacher's Office. All teachers and LSAs are required to read this.

Through the leadership of the Headteacher and Senior Leadership Team, alongside the Governing Body, the school aims to provide outstanding health and safety practise.

Display

Display is an important way to celebrate our children's work. We have a range of boards throughout the school that are used to promote a rich and varied view of Art & Design.

The Role of the Curriculum Subject Leaders

The Curriculum Subject Leaders will monitor, advice, promote confidence and model good practice amongst staff and pupils. They will also evaluate, monitor and update the Scheme of Work and its resources. The Policy and Scheme of Work are regularly reviewed. They also make most of the purchasing decisions in consultation with the school's Senior Leadership Team and in line with the key priorities of the School Development Plan (SDP).

Resources

In EYFS and KS1, the classrooms have a basic supply of paint, brushes, water pots and palettes and a selection of paper. All other resources are kept in a central store. In KS2, resources, class sets of paint and specialised equipment are kept in a central location.

Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority (LA) or Department of Education (DfE).

Policy reviewed March 2025

Next policy review date: March 2028