



St Luke's C of E (Aided) Primary School

Art and Design Policy

Subject Team: Carol Bannister, Louise Craig, Emma Barnard, Heather Chhabra, Kelly Morris, Faye Turner

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Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,

'we can do all things through Christ who strengthens us'

Philippians 4:13.

The school's Art & Design policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

Spirituality In the Art Curriculum

At St Luke's our curriculum reflects our Theologically Rooted Vision. In every area we provide opportunities to ensure that the curriculum and extra-curricular opportunities meet the spiritual needs of all learners. In Art opportunities for spiritual development may be seen through activities which allow pupils to **encounter** ideas, **reflect** on their experience and have opportunities to **respond** to what they have learned such as:

- Appraise and respond to variety of art from different ages, cultures and media
- Use a variety of media to express themselves

Spirituality in Art will be monitored through lesson observation, book trawl, pupil voice and learner action.

Our Vision

Where every child engages in a varied range of high quality art experiences which inspire confidence, value and pleasure in art building up their confidence and self-esteem and providing a vehicle to express themselves; their thoughts, ideas, understanding and feelings and helps them make sense of the real world.

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 2014

Aims

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.

Progression

To ensure progression from Foundation through to Year 6, to meet National expectations, we have developed a scheme of work that is based on the Subject Content in the National Curriculum for Art and Design. The expectations for each unit are based on the Age-Related Expectations (AREs) in our Learner Profile for Art and Design.

The scheme of work ensures that each pupil is taught a broad and balanced curriculum where key skills, knowledge and understanding are introduced, developed and extended in order to fulfil our vision. Both within and across each phase, there are opportunities to revisit and build upon prior knowledge and learning.

Teaching and Learning

Art and Design is taught as a discrete subject with links to topics where possible. Teachers are responsible for ensuring coverage of the Learner Profile statements and the assessment of pupils' progress (see assessment section below). There are opportunities for teachers to choose whether to teach weekly sessions or as blocks of lessons according to each year group's timetable and needs. Pupils are encouraged to consolidate their learning of key skills through independent learning activities and cross-curricular links.

A curriculum overview identifies the units of work to be covered each term and the corresponding aims and objectives to be taught. Assessment outcomes and related vocabulary are identified on the Art and Design Learner Profile, Art and Design Assessment Grid and Vocabulary Progression document. Short term plans are completed and are used to focus on teaching Key Skills and knowledge each lesson. Planning is completed by each teacher and

shared on the designated platform. Planning should be available so that it can be monitored by the Subject Team, on a regular basis.

The school uses a variety of teaching styles in Art and Design lessons. We do this through a balance of direct teaching, modelling, group activities and individual tasks. Teachers share learning objectives (WillBBa) with pupils to encourage them to be reflective learners at all stages. Teachers share the success criteria (WILF) to support pupils in achieving the desired outcome. Attention is drawn to good examples (WAGOLs) of individual performance as models for the other pupils. Planned opportunities ensure that pupils are encouraged to evaluate their own ideas and methods, and the work of others, communicating what they think and feel about them.

We recognise the fact that we have pupils of differing ability in all our classes, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies including scaffolding, modelling, peer support and adult support.

Inclusion

Teaching follows the guidelines of the whole school policies for equal opportunities, SEND and EAL. Planning ensures that all abilities and learning styles are catered for; all staff are responsible for both supporting and challenging pupils. Teaching is generally in mixed ability groups enabling peer support and independence within the groups.

Monitoring

At St. Luke's there is a yearly monitoring plan for all subject areas, linked to the School Improvement Plan (SIP). Monitoring can take the form of work trawls, learning walks, planning trawls, pupil interviews and observations. Feedback from this monitoring, informs further developments within the subject.

Assessment, Recording and Reporting

In the Foundation Stage, class teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do through informal day to day observations. In Key Stages One and Two, teacher assessments are made against the Learner Profile for Art and Design, both within lessons and at the end of a unit of work. Teachers will complete the standardised summative record sheet for Art and Design at the end of each term.

These assessments are reported back to parents/carers twice a year, in a Mid-Year Report and the End of Year Report.

Marking and Feedback

When children work in their Learning Journeys, they will use the 'smiley-face' system of marking their own work in relation to the 'Can I?' statement for that session provided by the teacher in the WILF. Staff will also mark in response to the same 'Can I?' statement and provide steps for improvement and progression where necessary.

When children work in sketchbooks, feedback will be given verbally.

Resourcing

Resources are located in a central store at the top of staircase 2. Resources are kept in labelled boxes, enabling members of staff to locate equipment quickly and safely. It is the responsibility of all staff to ensure resources are returned to the appropriate place and any resources damaged or low in stock reported to the subject team. There is a yearly budget for Creative Arts and staff are expected to indicate resource requirements at the beginning of the year.

Health and Safety

Health and Safety for Art and Design follows the whole school policy and the appropriate risk assessments are carried out when necessary. (Refer to the Health and Safety Policy and Procedures document and appropriate Risk Assessments)

Each member of staff is responsible for the activities and health and safety of their pupils.

Appendices

Appendix 1: Art and Design Learner Profile

ART & DESIGN LEARNER PROFILE				
	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6	CHALLENGE
To develop ideas (DI)	a. I can develop ideas from given starting points.	a. I can develop ideas in a variety of ways from given starting points	a. I can develop and imaginatively extend ideas from given starting points.	a. I can work from different starting points, developing an extended repertoire of ideas.
	b. I can explore ideas, collect visual information and use appropriate vocabulary to explain their choices.	b. I can collect information, sketches and resources and begin to organise in a sketchbook.	b. I can collect information sketches and resources and present ideas imaginatively in a sketchbook with annotations.	b. I can use a variety of source material - collected, selected and analysed in a sketchbook.
	c. I can comment on colour, pattern, line, texture, shape and form of artworks.	c. I can comment on artworks using visual language.	c. I can comment on artworks with a fluent grasp of visual language.	c. I can evaluate my own and others artwork with reference to the visual elements, using critical and contextual vocabulary to express their opinions.
	d. I can select ideas to be developed in a piece of work.	d. I can select, adapt and refine ideas to be developed in a piece of work.	d. I can spot the potential in unexpected results as work progresses.	d. I can use my evaluations to strengthen the visual impact in their own work.
To take inspiration from the greats (classic and modern) (I)	a. I can describe what I think or feel about the work of others.	a. I can describe the work of others commenting on their ideas and purposes.	a. I compare and comment on differing ideas, methods and approaches used by artists, crafts people and designers.	a. I can research the history of art, craft and design from ancient to modernist periods.
	b. I can use some of the ideas of artists studied to create pieces.	b. I can replicate some of the techniques used by notable artists, artisans and designers.	b. I think about artwork by relating it to the contexts in which the work was made.	b. I can apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.
	c. I can recreate the work of artists studied.	c. I can create original pieces that are influenced by studies of others.	c. I can create original pieces that show a range of influences and styles.	
To master techniques in drawing (D)	a. I can use pencils, pastels & charcoal to represent objects seen, remembered or imagined.	a. I can sketch lightly (so I do not need to use a rubber).	a. I can use a range of materials to produce line, tone & shade with skill.	a. I can select appropriate drawing materials.
	b. I can show patterns & textures in my drawings by adding dots & lines of different sizes and thickness.	b. I can explore shading, using different media to show light and shadow and explore different grades of pencil.	b. I am confident to use line, tone & texture to represent objects in 3D.	b. I know when different materials can be combined & use this to good effect.
	c. I can colour and shade my own work neatly following the lines.	c. I can draw familiar things from different viewpoints and can begin drawing simple perspective.	c. I can use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight.	c. I am developing my own style of drawing.
	d. I can use a viewfinder to help me in sketching.	d. I can use hatching and cross hatching to show tone and texture.	d. I can use a range of techniques to depict movement, perspective, shadows and reflection.	d. I can choose a style of drawing suitable for the work e.g. realistic or impressionistic.
To master techniques in painting (P)	a. I can use thick and thin brushes with control.	a. I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	a. I can explore the effect on paint by adding water, glue, sand, sawdust...	a. I can produce paintings that include texture gained through paint mix or brush technique.
	b. I can use a variety of tools to spread paint e.g. straws, matchsticks, sponges, fingers.	b. I can use watercolour paint to produce washes for backgrounds & then add detail.		b. I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.
	c. I know how to mix primary colours to make secondary colours.	c. I can mix colours using tints (adding white) & tones (adding black) to create a colour palette.	c. I can create a colour palette and use it to represent images I have observed in natural & man-made environments.	c. I can combine colours, tones and tints to enhance the mood of a piece.

	d. I can create a colour wheel and identify contrasting colours.		d. I can use a colour wheel to select appropriate colours for a piece of work.	
	e. I can paint pictures of what I see or imagine.	e. I can experiment in creating mood & feelings with colour.	e. I can use different colours to create a mood.	e. I can explore the effect of light, colour, texture & tone on natural & man-made objects.
	f. I am beginning to develop my own personal style of painting.		f. I have developed my own personal style of painting, drawing upon ideas from other artists.	
To master techniques in sculpture (S)	a. I have used clay and other materials with a purpose.	a. I can add other materials to provide interesting detail.	a. I can use frameworks (such as wire or moulds) to provide stability and form.	
	b. I can use techniques such as rolling, cutting, moulding and carving.	b. I use my clay techniques to apply to pottery studied in other cultures.	b. I can use a variety of tools & techniques for sculpting in clay, papier mache & other malleable materials.	b. I can choose from all of the techniques from levels 1 - 4 to embellish my work as appropriate.
	c. I can add texture and pattern to my clay work using a range of tools.	c. I can add texture that conveys feelings, expression or movement.	c. I can use carvings to a surface to create shapes, texture & pattern.	c. My 3D work contains both tactile & visual qualities.
	d. I can create 3D pieces from 2D images.	d. I can explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture & colour.	d. I can make nets of shapes to make recognisable forms and join these together to make different forms.	d. My models, on a range of scales, communicate my observations from the real or natural world.
To master techniques in collage (C)	a. I can mix paper & other materials with different textures & appearances.	a. I can select and arrange materials for a striking effect.	a. My collage combines both visual and tactile qualities.	a. I can modify and change materials to be used in my collage.
	b. I can cut, tear, curl, fold or roll paper, textiles & card for my collages.	b. I can use coiling, overlaying & overlapping to create a piece of work.	b. I can experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned).	b. My collage has a striking effect because of the combination of its colour choices, pattern, lines, tones and shapes.
	c. I can use paste, glue & other adhesives to make a collage.	c. I can use tessellation & other patterns in my collage.	c. I can ensure work is precise through a range of techniques.	
		d. I can explore mosaic, montage & collage from other cultures.	d. My collage takes inspiration from artists or designers.	d. My collage has a definite theme that is apparent to any viewer.
	e. I can use shapes, textures, colours & patterns in my collages.	e. I can include other embellishments using a variety of techniques including drawing, painting & printing.	e. My collage reflects a real purpose.	e. I can develop embellishing by using more advanced stitching and applique techniques.
To master techniques in printing (PR)	a. I can use printing blocks and tools such as fruit, vegetables & sponges.	a. I can make my own printing blocks & experiment with different materials.	a. I have been introduced to screen printing.	
	b. I can explore techniques such as repeating, overlapping, rotating & arranging shapes.	b. I can make precise repeating patterns.	b. I can make precise repeating patterns by creating accurate printing blocks.	b. I can create an accurate pattern, showing fine detail.
	c. I can use one colour of paint or ink on a block.	c. I can build up layers of colours to make prints of two or more colours.	c. I can create more intricate patterns using knowledge of colour, line, shape & texture.	c. I can build up colours in my printing (including screen printing).
	d. I can create a print in response to the work of an artist or designer.	d. I have explored printing from other cultures and time periods.	d. I can replicate patterns I have observed in the natural or man-made world.	d. I can base my prints on a theme from other cultures.

To master techniques in digital media (DM)	a. I can use a paint program to produce pictures.	a. I can use ICT to manipulate images.	a. I can take digital photographs & beginning to enhance them using computer software.	a. I can take digital photographs & am able to enhance them using computer software.
	b. I have explored with a variety of lenses: cameras, magnifying glasses, telescopes & binoculars.	b. I can use a camera to capture detail from the natural & man-made world.		
	c. I can collect photographs for a theme.	c. I can experiment with scale, perspective, movement & colour in photography.	c. I can explore negative & positive.	
	d. I can make a flick book to give the impression of movement.	d. I understand that videos are forms of photography & the principles of how they work.	d. I can create digital images with some animation, video or sound to communicate my ideas.	
To master techniques in textiles (T)	a. I can group fabric & threads by colour & texture.	a. I can identify different types of fabric and sort them according to their qualities.	a. I can select different fabrics based on their qualities and explain choices.	
	b. I can weave with a variety of fabrics or threads to create a pattern.	b. I can create a piece of work through weaving or plaiting and understand the basic method.	b. I have explored the basics of knitting.	b. I can choose from a range of techniques.
		c. I have explored the basics of quilting, padding & gathering fabric.	c. I can combine some of the techniques I know to produce a piece of work.	c. I can use precise textile techniques to convey the purpose of my work.
	d. I can use a simple running stitch to join fabrics.	d. I can produce a simple cross-stitch & backstitch.	d. I can use other techniques of sewing e.g. embroidery, blanket stitch & chain stitch.	d. I can experiment with soft sculpture; cutting & joining patterns & embellishing the components.
		e. I am aware of textiles from other cultures & times.		e. I can base my work on tapestries, artefacts & hangings throughout history & other cultures.

