



Art & Design Policy

1. Curriculum Statement

At St Mark's Primary School, we believe that teaching and learning in art is important because it stimulates creativity, imagination, and inventiveness. The purpose of our curriculum is to provide children with the skills, concepts, and knowledge necessary for them to express responses and opinions to ideas and experiences in a visual or tactile form. We aim for it to fire their imaginations and we believe it is a fundamental means of personal expression and freedom of thought. We hope that it enables all children to communicate what they see, feel, hear, and think using colour, textile, pattern and through exploration of different materials and processes.

Our children learn to make informed judgements as well as aesthetic and practical decisions through evaluating and annotating the work that they are producing. Children explore age-appropriate artists and designers so that they can both understand the history of art and design as well as use these experts of the field to inspire their own creativity.

'Art is not just a subject to learn, but an activity that you can practise your hands, your eyes, your whole personality.' Quentin Blake.

2. Aims and Objectives

At St Mark's Primary School, we aim to offer opportunities for children to:

- foster an understanding and enjoyment of art, craft, and design through provision of opportunities to study contemporary, modern, and traditional art.
- celebrate and explore the diverse work of artists from around the world including those of different beliefs, cultures, and backgrounds.
- experience a broad and balanced range of art activities and show progression within these experiences, building on their prior understanding and refining their skills.
- develop their ability to observe, investigate, respond to, and record the world around them through a variety of forms and mixed media.
- show development of ideas and their own skills using a sketchbook.
- through art, extend and enrich their enjoyment and understanding of other areas of the curriculum.
- express themselves and reflect on their own life experience.

3. Teaching and Learning

The Art & Design curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the EYFS, KS1 and 2 National Curriculum statements.

Teaching and learning in Art and Design is supported by a wealth of resources, including physical resources as well as digital ones. Key vocabulary and skills are reviewed throughout the teaching sequence and independence in terms of organisation and exploration of techniques is built upon across both Key Stages.

Lessons are planned to ensure that key knowledge is developed over time over the course of each Art & Design block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of Art and Design. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

4. Planning and Resources

Art & Design resources are stored centrally in the Mobile Unit and are accessible to all staff. The library contains an extensive supply of art books to support children's individual research, which all children have access to throughout the week. Planning is produced individually by class teachers to account for the needs of the children and their own teaching styles but are guided by the Curriculum Planning Overviews. Key Learning Documents are also used to track objectives covered and to both inform planning and assessment. Cross curricular learning is also utilised to further reinforce learning and acquisition of knowledge.

5. Organisation

Within the academic year, children study Art & Design in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their knowledge and develop their skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit. As children are organised into mixed-age classes, topics will be covered on a rolling cycle.

6. EYFS

The different aspects of the arts are encompassed with Expressive Arts and Design in the Foundation Stage Curriculum; however, elements can also be found in other areas of learning (Physical Development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Framework. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

7. KS1 and KS2

Staff use a variety of teaching and learning styles in art lessons relating to the Curriculum Overviews and build upon the children's individual abilities and experiences. Planning includes opportunities to work individually and as pairs or in larger groups. Teaching and learning will involve preliminary investigation work using sketch books and then a final piece of work which will utilise the skills practiced and developed. Artwork will focus or be inspired by prestigious artists or designers who will represent a broad variety of backgrounds, cultures, and styles. A wide variety and range of media and materials will be utilised across units and children will be encouraged to evaluate and celebrate the work that they have produced.

8. Recording of Responses

Each child has their own sketchbook which they will use continuously across their time at St Mark's. This provides a record of the child's learning and progress in art as part of their wider art portfolio. The sketchbook is used as a way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbooks should show the learning journey from the start and end of a unit of learning. The children are encouraged to think of it as a place to practice, develop and focus their work using a variety of media, as well as to explore, comment and reflect upon the work of other artists.

Recording in sketchbooks can take many forms and can be used to:

- Practise specific skills and techniques and to gather information for use on a larger piece of work.
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints.

- Experiment with different colour tones, patterns, textures, and materials, giving their opinions on their preferences and ideas.
- Record their own opinions, feelings, and reactions to given stimuli and inspiration.
- Making observations about the work of different artists, referencing the different elements of art, including the colour, texture, shape, and lines.

9. Equal Opportunities

At St Mark's 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 to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

10. Inclusion

All pupils are entitled to access the geography 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 an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

Using KWL, teaching takes account of 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.

11. Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of 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 & Design when possible.

- 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 Head Teacher.
- To monitor planning and oversee the teaching of Art & Design.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the Art & design curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the curriculum take 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 learning experiences.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD, including Local School Cluster Meetings.

12. Monitoring and Reviewing of this Policy

Reviewed September 2024