

St. Thomas the Martyr C.E. Primary School



Art and Design Policy

Intent:

This policy covers our whole school approach to Art and Design at St Thomas the Martyr Primary. We believe that Art and Design stimulates creativity, exploration and imagination. It equips children with the knowledge and skills to experiment with colour, texture, pattern, form, materials and a variety of processes, thus engaging individuals to create inspiring and unique works of art, craft and design.

Art topics are based on key artists/art movements across art history in order to inspire our children when creating their own unique pieces. Oracy is key when looking at other artists, discussion helps spark questions, generate ideas and judgements about the work of others. Through learning about the roles and functions of art and design, pupils will be able to reflect and understand the importance it has on contemporary life as well as that of different times and cultures. Children are also encouraged to make informed judgements when assessing their own and other's work in order to make creative improvements.

Implementation

The teaching and implementation of the Art and Design Curriculum is based on the West Lancashire document Key Learning in Art and Design. This has clear objectives taken from the national curriculum broken down into different year groups. The art objectives are often linked to topics to ensure a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work with links to famous, local, national and international artists. The exploration of key artists helps to enhance the creative learning of each children and gain a better understanding of art history. All exploration is recorded in an individual sketch book, which follows the child throughout the year groups to build a creative journey and show progression.

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. Children also take part in many art projects throughout the year including local exhibitions, digital art workshops and extra-curricular activities.

Aims

Our school's overarching aims and objectives for our pupils are:

- To deliver children with a broad and enriching art education, providing opportunities to extend art through other areas of the curriculum
- To explore great artists, craft makers and designers, understanding the historical and cultural development of particular art forms
- To produce imaginative and creative work, fostering an enjoyment of art, craft and design
- To explore their ideas using a wide range of materials, processes and skills, recording experiences in sketch books
- To develop the ability to observe, investigate and respond creatively through a variety of forms and media for a given purpose
- To become proficient and confident in drawing, painting, sculpture and other art, craft and design techniques and skills.
- To evaluate their own and others' work critically in order to make improvements
- To use the language of art and design when discussing their own and others' work in order to inform evaluations

Objectives

KS1:

- To explore the work of artists, craft makers and designers making comparisons between different practices and establishing links with their own work
- To experiment with a range of materials in a creative manner to design and make products
- To use drawing, painting and sculpture to depict imaginative pieces of artwork and design

- To confidently share ideas and experiences in order to make improvements and develop work further
- To acquire and develop basic concepts of colour, shape, form, texture, pattern, tone & spatial awareness

KS2:

- To explore a variety of artists, craft makers and designers establishing links with their own work and understanding the impact they had on art and design history
- To develop a wide range of techniques and skills, including the a variety of materials and processes
- To develop ideas confidently through the use of experimentation and understanding of different art, crafts and designs
- To use sketch books imaginatively in order to record observations and review and revisit creative ideas
- To build on prior skills improving aspects of art and design techniques, such as drawing, painting and sculpture with exposure to more advanced art and craft materials

Framework

The framework followed at St Thomas the Martyr provides coverage of knowledge, skills and contexts related to National Curriculum subject requirements. Teachers will use these skills to plan art and design lessons at the correct level for their class. All skills have been outlined in our Medium term topic plans in order to provide a broad and even coverage across the whole school, by using our MTP's as a basis for planning art and design lessons, progression will be evident throughout the year groups. Art and design topics will be taught as a separate project to Design Technology topics; however objectives may cross over into both areas.

In Foundation Stage teachers plan according to the early learning goals and expressive art scheme of work, teachers plan for both continuous and focused activities encouraging a range of art and design skills such as painting, colour mixing, contrast, collage, print-making techniques, observational drawings etc. In consultation with colleagues, the subject co-ordinator will audit existing practice to ensure that the aims and objectives above are met.

Teaching and Learning

The school uses a variety of teaching and learning styles in art and design lessons.

- Clear modelling/demonstration of skills and techniques, allowing children to practice and develop skills, inputting verbally when needed
- Allocated time for observational drawing with a range of different materials
- Allowing children to develop their knowledge, skills and understanding in art and design in sketchbooks through exploration, experimentation, developing ideas and evaluating work
- Allowing the children to use their sketchbooks freely to develop and explore ideas based on key arts/movements
- Throughout the year we give children the opportunity to work on their own and collaboratively
- Oracy skills will be embedded into art topics to enhance discussion about artwork and evaluate their own work and the work of others'
- In Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work or continuous provision, children explore a wide range of activities using their senses and a broad range of materials and tools

Special Needs

When planning teachers take into consideration the differing abilities in their class, including any children with SEN. Tasks are matched appropriately to the different groups and individuals, learning is scaffolded and supported as necessary.

Resources

In consultation with colleagues, the subject coordinator will identify tools and materials needed for any art and design activities outlined in their MTP's. Whilst many of these materials will be generic, (scissors, glue, paints, paint brushes, pencils, paper and card etc.) others will be subject specific and so as a result more specialised materials and equipment will be ordered within the art and design budget such as clay, Modroc, fabric, dyes, ink etc.

Each classroom is equipped with an art materials/resources including specialist equipment needed in order to achieve the art and design skills outlined in the National Curriculum. A variety of materials are also stored centrally within the school.

Most Art activities require consumable materials and the subject thus carries significant budget implications.

Assessment

In Key Stage 1 and 2 children's sketchbooks may also be used as an aid of informal teacher assessment. These sketch books will also follow the children through the school. It is expected that significant assessment will take place informally during lessons through discussions, observations and appropriate feedback given in sketch books. Children will also self and peer-assess art work and design's in order to gain feedback and make improvements.

In the Foundation Stage teachers assess the children using the early learning goals with a particular focus on; expressive arts and designs, exploring and using media and materials and being imaginative. Teachers will have the opportunity to feedback to parents during formal meetings which take place two times a year.

Impact

We have enriched the art curriculum by providing pupils with a broad, ambitious, and inspiring programme of study that is rooted in art history, the exploration of significant artists, and the development of a wide range of artistic skills and techniques. Through carefully sequenced learning opportunities, children are encouraged to experiment, take creative risks, and express their own ideas while developing an appreciation of how art reflects different cultures, periods, and perspectives.

The implementation of the Artsmark journey has further strengthened our commitment to high-quality arts education, creating additional opportunities for pupils to engage with the arts through exhibitions, competitions, workshops, gallery visits, and extracurricular activities. This has helped to foster creativity, confidence, and cultural awareness across the school. Sketchbooks play a vital role within this journey, serving as authentic and personal spaces where pupils can record observations, gather inspiration, explore the work of artists, develop ideas, and reflect on their artistic choices. Rather than simply

documenting finished pieces, sketchbooks encourage experimentation, self-expression, and the creative process, enabling children to think and work as young artists while developing independence and ownership of their learning.

Monitoring and Review

The Art and design co-ordinator monitors the implementation and effectiveness of the policy and curriculum planning. The art subject leader will also monitor sketchbooks, schedule class walk-rounds, complete pupil voice questionnaires and review Seesaw app where a portfolio of artwork/projects from each year group is evidenced. Seesaw is a resource for teachers as well as a means of celebrating children's work. It can also be used as a method of sampling the progression of children's art work within the school.

The Head Teacher and Art and Design co-coordinator are responsible for monitoring the standards of children's work and the quality of teaching and learning, through consultation with staff, governors and pupils. The Head Teacher and Co-ordinator support colleagues in the teaching of Art and Design. All staff are responsible for evaluating strengths and weaknesses in resources and indicating areas for further improvement.

This policy will be reviewed as part of our ongoing review cycle.

September 2020.