

# Grimsargh St Michael's C of E Primary School



## Art and Design Policy

*Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)*

Inspiring, believing and achieving in our loving Christian community

Our goal for Art and Design is to foster a love of art in our children to promote positive wellbeing. We aim to equip our children with cultural capital through an intellectually challenging & creatively demanding curriculum. Authentic engagement with a diverse range of artists, will encourage our children to be resilient young artists who employ our three 'Big Ideas' to create amazing art:

- **Inspiration:** As an artist, I am inspired by the lives and work of other artists and use this knowledge to inspire my own work.
- **Exploration:** As an artist, I love to explore what effects I can achieve using a range of different techniques and media, using resilience to build my skill set.
- **Expression:** As an artist, I express what I think and feel about art and express my creativity, knowledge and skills through my works of art.

This policy reflects the school's values and philosophy in relation to the teaching and learning of Art and Design at Grimsargh St Michael's C of E School. It sets out a framework which teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the curriculum overview for Art and Design.

This document is intended as a guide for all teaching staff, HLTA's, teaching assistants, anyone with classroom responsibilities, the school governors and parents of pupils of Grimsargh St Michael's C of E School. Copies of this Art and Design Policy are available for parents and can be requested at the school office. Staff can access this document on the school network.

### **Intent**

At GSM, we are strong believers in the impact of Art and Design as part of a broad and balanced curriculum. Art is a rich and varied set of practices, central to human civilisation. Art itself is not static, and its purposes, materials and methods are always evolving. Art provides children with opportunities to develop and extend art skills, to express their individual opinions and ideas, whilst also contributing to their emotional, aesthetic, spiritual, intellectual, and social development. At its best, art is both intellectually challenging and creatively demanding and equips children with cultural capital.

Our three big art ideas – inspiration, exploration & expression – are the foundation of every unit of art we teach and inform every art learning journey. Our five Golden Threads – authenticity, diversity, vocabulary, resilience and Christian values – are fundamental in our art curriculum units, and are reflected in the outcomes our children produce in sketchbooks and final pieces.

### **Aims**

High quality art education engages, inspires and challenges children. It equips them with the skills and knowledge to combine art elements, materials & techniques to create their own amazing works of art. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists. They should have an authentic understanding of how art has changed their culture and history. Children should develop as confident, independent learners, understanding that resilience is an authentic quality of any artist.

Through Art education we aim to enable our children to:

- have positive mental wellbeing, through feelings of happiness, fun, relaxation and calm in art lessons
- become independent and confident learners, who understand that using **resilience** allows them to improve their work
- enjoy and appreciate the visual arts in life and the natural and man-made beauty in our world
- ‘Let their light shine’ in art lessons through our **three big art ideas – inspiration, exploration and expression**
- gain ‘theoretical knowledge’ and **inspiration** from a **diverse** range of artists, craft-makers and designers, secure an **authentic** understanding of their lives within the historical & cultural framework of their work and **express** this **authentic** ‘theoretical knowledge’ in discussions and sketchbooks
- gain ‘practical’ knowledge through the production of creative work, **exploring** ideas, media & techniques and recording these experiences in sketchbooks
- gain ‘practical’ knowledge by becoming proficient in drawing, painting, sculpture, printing, collage and textiles techniques in final works
- gain ‘disciplinary knowledge’ by evaluating and analysing their own work & that of their peers, using subject specific **vocabulary** and recording these **expressions** in sketchbooks
- gain ‘disciplinary knowledge’ by evaluating, analysing and interpreting the work of artists, using subject specific **vocabulary**, recording these **expressions** in sketchbooks
- gain ‘disciplinary knowledge’ through knowing different ways of working in the disciplinary field, such as the roles of illustrators, critics, and curators

These aims are consistent with our school philosophy and take account of the LEA Curriculum Non-Statutory Guidance.

### **Teaching and Learning**

We use a variety of teaching and learning styles in Art and Design through a mixture of whole class teaching, individual and group activities. Our children work in two and three dimensions, using a range of materials and resources. English is fundamental to teaching and learning in art, so we use books about artists and art elements, where appropriate as hooks to learning.

All stages of our art learning journeys- from the inspiration gained from artists & the expression of opinions about artwork, through the exploration of media & techniques to personal expressions in final pieces of work- are equally valued at GSM. Pupils work in sketch books, from year 1 onwards, which are celebrated as a personal response and reflection of their artwork.

### **The Learning Environment**

The learning environment is important as a means of adding greater depth and breadth to children's learning. High quality displays reinforce our commitment to high standards and allow all parts of learning journeys to be valued. They also help to raise standards & self-esteem and encourage pride in the classroom and school.

### **Progression and the curriculum**

Our Art and Design Curriculum is based on the National Curriculum and is supported by our ambitious bespoke curriculum, ensuring the teaching of a broad range of skills in drawing, painting, sculpture, printing, collage and textiles. Our curriculum builds the ability of our pupils to appreciate and interpret what they observe and communicate what they think and feel. We hope to enable our pupils to develop sophisticated knowledge about subject content, as well as love of a subject that is genuinely fascinating and a source of inspiration.

Our children are taught Art discreetly and as part of their classroom topics, where appropriate, links can be made. For example, children look at the space artwork of Alma Thomas and create colourful space paintings to enrich their learning about Neil Armstrong in history, in year 2. Children in Year 3 make clay Iron Man Heads to enrich their learning in English, when reading Iron Man by Ted Hughes. More detail can be found in our curriculum overview on the school website.

In the Foundation Stage, we relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Children are given the opportunity to explore a range of creative skills and experiences enabling them to progress to Key Stage 1.

In Key Stage 1, pupils are taught:

1. to use a range of materials creatively to design and make art
2. to use drawing, painting, sculpture, collage, textiles and printing to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques, using the elements of colour, tone, pattern, texture, line, shape and form
4. about the work of a diverse range of artists, craft makers and designers, making links to their own work.

In Key Stage 2, pupils are taught to develop their techniques, including their control and their use of materials, with creativity, exploration, and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

1. to use sketch books to record their observations and responses to the work of artists and to use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, paint, oil pastel, clay, biro etc
3. about a range of diverse contemporary & great artists and designers in history.

### **Assessment and recording**

Effective assessment in art and design uses various forms of information and provides feedback to pupils in the moment. At GSM, we are mindful of the limitations of summative assessment, when making evaluative judgements about artistic outcomes.

We use informal formative assessment feedback which helps our children improve their practical knowledge in the immediate task. We identify ways children can modify and refine the way they are working and this dialogue is generally timely, frequent and bite size. We also use flashbacks to check whether pupils have remembered information about artists and to help reinforce this theoretical knowledge.

Our summative assessment informs us how well children put into practice the knowledge that is being applied. We use final pieces to identify which aspects of the curriculum the pupils have remembered and applied. We also check pupils' written work to check for example, subject specific vocabulary and information about artists, informing us of pupils' disciplinary and theoretical knowledge.

Children are assessed as being above, at or below National Curriculum levels according to the KLIP's indicators for Art and Design.

A portfolio of evidence is kept by the Art leader, to ensure standards and progression. Class teachers will also collect samples of three identified children's sketchbooks. Talented artists will be added to our deeper learners and talented list.

### **Inclusion and Equal Opportunities**

We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, racial cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

To accomplish these aims we will:

- avoid stereotyping of activities traditionally preferred by one gender.
- study artists from a range of cultures and both genders
- follow the whole school policy on Equal Opportunities in Art and Design lessons, planning and assessment.

A register of deeper learners and talented children is recorded and monitored during the year. This enables the opportunity for teachers to encourage greater depth in the mastering of skills and creating a culture of learning and applying knowledge in all design and technology projects.

### **Special Educational Needs**

We recognise the fact that we have children of differing ability in all our classes, and we set high expectations, so that all children know that we believe they can achieve tasks set. We do not want any child to feel that they are excluded from any task, so we support every child to achieve through their own individual outcomes.

Wherever practical, provision will be made for pupils with Special Educational Needs, where it affects their ability to take part in Art and Design lessons. Our aim is to provide a broad and balanced education for all children. It is the responsibility of the class teacher to ensure any special equipment needed for a lesson is available to such children. If teachers require any special art equipment other than large or small paint brushes or left-handed scissors, they should bring this to the attention of the Art leader or SENCo. To ensure all children can achieve the learning objective, any special equipment that is required should be brought to the attention of the Art leader or SENCO, to enable access to the lesson.

### **Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

Guidance for Health and Safety issues are provided by LCC regarding Art and Design equipment, materials and tools.

### **Resources**

We have a range of art resources to support the teaching of art and design across the school. Most equipment and resources are kept in the hall store cupboard, which is not accessible to children. Teachers and staff are responsible for the safe storage and use of tools and materials in their own classrooms. The Art leader is responsible for the storage and maintenance of tools, equipment and materials in shared areas.

All 'wet' equipment such as brushes and paints, rollers and palettes, clay rolling pins etc should be cleaned thoroughly before being returned to the store cupboard. The Art leader is responsible for auditing & managing these resources.

Signed: **Miss Amanda Jewitt**

Date: **September 2023**

Review Date: **September 2024**

Agreed by the Curriculum Committee: