

Subject Policy: Art & Design

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the Art & Design curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our **'Shine Curriculum'** encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



Let Your Light Shine

This policy should be read in conjunction with the Learning Policy.

Intent

- At St Mathew's we aim to provide our children with the skills and knowledge they need to communicate and express their ideas in a creative way, using a range of mediums.
- We believe all pupils should be taught the skills and knowledge to use a wide range of mediums and materials, and are allowed to express themselves through art, by taking risks and experimenting.
- We aim for children to become proficient in drawing, painting, sculpture, printing, collage and textiles.
- Teacher plan a rich Art curriculum which allows children to experience using use colour, form, texture and pattern, materials and process to communicate what they see, feel and think, as well as, develop an understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form)
- Throughout school or children will be taught to form thoughtful and critical judgements about their own work and that of others.
- We ensure the children study a range of great artists, craft makers and designers, past and present, using their work to develop techniques and inspire ideas, as well as, how Art has changed and influenced modern life.
- Our Art curriculum will encourage a love of art and for all children to see that everyone can create art and give each pupil a chance to believe in themselves as an artist, developing the power of resilience and *perseverance* when faced with challenges.
- The curriculum will provide opportunities to develop team working skills as children work collaboratively on projects together, showing *kindness*, *respect* and humility as they learn and grow.

Implementation

Planning, Teaching and Learning

Strategies are in place within school to develop each of the key areas of Art and Design, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In EYFS, objectives are taken from the Early Learning Goals and enhanced with short projects, introducing the study of famous artists.
- From Year 1 to Year 6, Art is taught discreetly each fortnight through Art mornings, alternating with DT each half term. This provides children with a sustained period of time to explore, experiment and develop their knowledge, skills and experience during art lessons, and to produce creative art work.
- Each year group from Year 1 to Year 6, focuses on three topics throughout the year.
- Art is taught throughout the school and teachers are supported by the Art lead if they are unsure of any techniques or lack of ideas.
- Children are taught through clear modelling and the study of significant artists, craft makers and designers. Children have the opportunity to develop their knowledge of techniques and skills in drawing, painting, sculpture, printing, collage and textiles, as they move through school.
- A sequence of lessons will progress from developing basic skills and techniques within a specific area to producing a creative, individual outcome, inspired by the work of others and linked to an overall theme.

- Within lessons, children will be given the opportunity to explore and experiment with a range of mediums, tools and techniques.
- Children are taught that Art is a process and to value the lessons that build up to producing a final outcome. They understand that experimentation and mistakes are an important part of the artistic process, as is evaluating their own and other's work.
- The skills and knowledge that children will develop throughout each Art topic are mapped across each year group and throughout the school to ensure progression.
- The school's high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.
- A love of Art and Design is encouraged throughout school through links with other subjects, applying an ever growing range of skills with growing independence.
- A range of accurate Art vocabulary specific to the current area of study is explicitly taught and used within each lesson. Children are encouraged to use this technical vocabulary when expressing their thoughts and evaluating their work or the work of others.
- Each class has the opportunity to display their artwork around school, celebrating their achievements.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary.

Leadership, Assessment and Feedback

- Sketchbooks are used from Year 1 to Year 6, to evidence learning and outcomes in Art and Design. Photographic evidence and examples of artwork are used as evidence in EYFS and uploaded on to Tapestry.
- In EYFS the children are assessed against the Development Matters Framework for Expressive Arts and Design. In Years 1-6 the children are assessed against the expectations of the National curriculum and specific year group objectives outlined in the school scheme of work.
- Art work and sketchbooks are not formally marked by Teachers. Instead there is a focus on verbal feedback, which is given throughout each lesson, supporting individual children in developing their knowledge and skills in specific areas.
- Teachers will use the year group expectations in each specific area of Art and Design, from the scheme of work and long term plan, to assess children against age related objectives.
- Verbal feedback will be given, linked to the learning objective for each lesson as well as any ongoing individual targets the teacher is aware of for each child.
- Children in all year groups will be given the opportunity to self evaluate and discuss their own development.
- Ongoing assessments and observations made by teachers will be used to inform the next lesson, identifying any gaps and used to plan support for children who need it.
- A termly monitoring cycle ensures that work is moderated and quality assured at regular intervals through the year.
- The Art and Design leader has a clear role and overall responsibility for the progress of all children in Art and Design throughout school. Working with the Senior Leadership and Management Team, artwork is analysed and regular feedback is provided, to inform on progress and future actions.
- Summative assessments are completed at the end of the summer term.

Impact

- Children demonstrate an understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) and are able to discuss them in examples of artwork.
- Children are able to discuss significant artists, craft makers and designers they have studied, referencing their style, techniques and how these people have influenced their own artwork.
- Children can use age related Art vocabulary confidently when expressing their thoughts and ideas.
- Children show confidence in their abilities as an artist and are able to approach new projects implementing previously taught knowledge, skills and techniques.
- Clear progression in drawing, painting, sculpture, printing, collage and textiles is evident in sketchbooks.
- Each child achieves the expected objectives for their year group.
- Children show a high level of pride in the presentation and understanding of their work.
- Children are excited and proud to share their artwork.
- Displays around school reflect the children's sense of pride in their artwork and demonstrate creative outcomes across the wider curriculum.
- The school environment celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.

This policy will be reviewed biennially or more frequently if required.