



Archdiocese of  
Birmingham



# St Maria Goretti Catholic Academy

## Art and Design Policy

"Art and Design is not just a subject to learn, but an activity that you can practise:  
with your hands, your eyes, your whole personality."

Quentin Blake, Children's Laureate



All Saints Catholic Collegiate

# POLICY

## Approval and review

Committee to approve policy	Achievement and Standards Committee
Date of Academy Committee Approval	June 2016
Chair of Academy committee	Mr Ray Chadwick
Signature	
Head teacher	Mrs M Yates
Signature	
Policy review period	12 months
Date of policy review	June 2017

### **MISSION STATEMENT**

**With respect for God and united in faith, we place service before self to inspire hearts and minds.  
By achieving together through our love and faith, we place Christ at the centre of all we do.**

## Introductory Statement

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

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.

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Version Control			
Version	Date Approved	Changes	Reason for Alterations
Issue 1		Annual update of policy	

## Aims and Objectives

### *The National Curriculum*

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.

### *Rationale*

At St Maria Goretti and St Gregory's we are guided by Chris Quigley Essentials to provide a broad and balanced curriculum, in line with the national curriculum for art and design which ensures progression and provides opportunities for children to use experiences and ideas including workshops, visits and other subjects across the curriculum as the inspiration for artwork. Children share ideas using drawing, painting and sculpture and progress to develop and share ideas in a sketchbook and in finished products. They explore a variety of techniques and improve mastery of techniques. They learn about the work of a range of artists, artisans and designers including the great artists, architects and designers in history.

## Roles and Responsibilities

### *Health and safety*

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks.

### *Monitoring and review*

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school. The subject leader uses book scrutiny time to review evidence of the children's work, and may bid for subject management time to undertake observations of art and design across the school. Subject priorities are identified alongside whole school priorities in action plans and reviews.

## *Support for teaching and learning*

Art Teaching and Learning Support is accessible in the shared area where teachers and support staff can access portfolios, planning documents, assessment support and presentations.

## *Resources*

A wide range of resources support learning and teaching of art and design. Classrooms have a range of basic resources and more specialised equipment for art and design is stored centrally. Orders are managed by a designated TSA working with the subject leader.

## Learning and Teaching

### *Planning for learning and teaching in KS1 and KS2*

Art and design is a foundation subject in the National Curriculum. Long and medium term planning developed by the subject leader using Chris Quigley Essentials milestones ensures breadth in the learning and teaching of skills, and progression through three phases. Planning links to topic work and artists, styles and traditions investigated in each year group or phase are monitored by the subject leader to avoid repetition. Class teachers develop weekly plans which identify the specific learning objective, milestone and expected outcomes, and provide detail of how to teach the lesson and the next steps. The subject leader is responsible for monitoring these plans.

### *EYFS*

Expressive arts and design is one of the specific areas of the Early Years Foundation Stage.

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

*Exploring and using media and materials:* In class, opportunities are planned for to use a range of simple tools and techniques, safely and independently. With access to a wide variety of creative resources, such as, paint, crayons, chalks, pastels, as well materials for junk modelling, collage, play dough modelling, paper and fabric art, children are encouraged to explore the materials, experiment with textures and combine different media to create new and original effects with processes being more important than the finished product.

*Being imaginative:* Opportunities are planned to encourage children to use materials and media in original ways, thinking about how they might use the materials and putting them to a purpose. Through art and model making they may create simple representations of events, people and objects linked to other areas of learning.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

### *Teaching and learning styles*

A variety of teaching and learning styles are used in art and design lessons. With the principal aim being to develop the children's skills, knowledge and understanding, we ensure that the act of investigating and making something includes exploring and developing ideas, including the work of a range of artists, artisans and designers, and evaluating and developing work. We do this best through a mixture of whole-class learning and teaching and individual or group activities. Teachers draw

attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Recognising that children have differing abilities, suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child, through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty and providing extended opportunities for gifted and talented which includes links with the next phase at St Thomas More
- grouping children by ability or providing buddy support
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

### *Inclusion*

All children will access a broad and balanced curriculum. All children are entitled to access quality first teaching regardless of their need and ability. In art and design, the teacher will set suitable challenges, respond to pupils diverse needs and overcome potential barriers for pupils. Adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all pupils engage. The class teacher maintains responsibility of ensuring all pupils make progress.

Teachers will provide learning opportunities that are matched to the needs of children with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language, so enabling all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) the risk assessment will identify vulnerable children and ensure that the activity is safe and appropriate for all children.

## Assessment

### *Monitoring progress and assessing attainment*

Assessment of work in art and design can take place while observing children working during lessons with teachers recording the progress made by children against the learning objective and milestone for that lesson.

At the end of a unit of work teachers make a judgement for learning objectives covered. This assessment data is used to track progress using an assessment tracker linked to Chris Quigley Essentials. Trackers which are updated each term are sent to the subject leader providing an overview which can be analysed and used to inform future planning. Assessment information can also be passed on to the next teacher at the end of each year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their work, and what their next steps should be.

The art and design subject leader keeps evidence of the children's work in digital portfolios. This demonstrates the expected level of achievement in art and design in each year of the school. Portfolios are used to promote high achievement and to assist teachers in the assessment of children's work.