



At St. Barnabas and St. Paul's, we are guided by our Christian Values and we endeavour to 'Be the best for God you can be.'

Mission Statement:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself' – Matthew 22:37

Trust:

'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:

'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:

'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:

'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:

'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

Art and Design Policy

1. Statement of intent

At St Barnabas and St Paul's school we believe that creativity is a highly valuable skill that children will need in their future careers and throughout their lives. Therefore, we aim to make every art lesson as creative, exciting and inspiring as possible for all of our pupils. All pupils will be encouraged to make their own creative decisions, with increasing independence, using a range of art skills and techniques. The pupils will be introduced to these skills during high-quality art lessons, beginning in Reception, and then refine and develop them throughout each year group. Pupils will be given a wide range of opportunities to experiment with different materials and techniques, in addition to exploring and analysing different forms of art created by artists and designers from various cultures and time periods. They will be encouraged to research their own ideas and collect evidence of their inspirations in their sketchbooks, allowing them to take ownership of their artwork. All children will be challenged and supported by enthusiastic teachers, who regularly model their own creative processes, provide suggestions and demonstrate the importance of evaluating and refining their work. The pupils will also be given opportunities to present their artwork so that it can be celebrated by the whole school. This will ensure they are able to invent and design unique pieces of work which give them a sense of pride and satisfaction.

1.1 Aims

Through the teaching of art and design, we aim to ensure pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art techniques.
- Can evaluate and analyse creative works using the language of art.
- Know about great artists, designers or craftspeople and understand the historical and cultural development of their art forms.
- Enjoy an active involvement in art.
- Have the confidence and skills to communicate their ideas through their artwork.
- Have opportunities to experience a broad and balanced range of art activities and show progression within these.
- Become visually literate and able to identify and apply the key elements of art.

- Are given equal access to the experience of art, regardless of their gender, race or disability.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for art.
- Reviewing changes to the national curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of art, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in art.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all year groups.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of art to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in art.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' art skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Displaying pupils' artwork in a way that enhances the learning environment and promotes a variety of ideas and designs.

- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach art.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader to implement and develop specialist art-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of art in pupils' individual education plans (IEPs).
- Advising staff on the use of TAs or 1:1s to meet pupils' needs.

3. Early years provision

All pupils in the EYFS are discretely taught art and design in a weekly slot, alongside any art skills or knowledge that can be taught as an integral part of the topic work or continuous provision covered during the academic year. This is taught every other half term and alternates with Design Technology.

All art objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory framework for the early years foundation stage': communication and language; physical development; personal, social and emotional development. These three prime areas are strengthened and applied through the teaching of the four specific areas: literacy, mathematics, understanding the world and expressive arts and design.

Although art and design has links to many of the seven areas of learning and development, such as understanding the world and physical development, the art curriculum in the EYFS predominantly focusses on the specific area of expressive arts and design. This states that pupils must safely use and explore a variety of materials, tools and techniques in order to achieve the early learning goal for expressive arts and design. They must also be given

opportunities to experiment with colour, design, texture, form and function. In addition to this all pupils will be encouraged to represent their own feelings through art, as well as music, dance, role-play, storytelling and D&T.

4. The National Curriculum

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.

The national curriculum for Key Stage 1 and 2 is followed and appendix one provides the statutory content to be taught within each key stage.

4.1 Cross-curricular links

Wherever possible, the art and design curriculum will provide opportunities to establish links with other curriculum areas. Art enhances the teaching of **literacy** by encouraging pupil's to ask and answer questions about the starting points for their work, in addition to allowing them to compare and share ideas, methods and approaches with their peers. They should also be encouraged to use art when creating and drawing images and designs in their literacy work, for example creating a story book with pictures. It is increasingly important that children are using both art and literacy lessons to develop their fine motor skills and pencil control using an appropriate grip.

Art contributes to the teaching of **Maths** by enhancing pupils' understanding of shape, space and measurement. It can establish links with **Design and Technology** through the designing and evaluating process, which encourages pupils to research and collect ideas, plan their work and processes they will use and provide constructive feedback when evaluating other's products or artwork. Further links with both **History** and **Geography** can be made, as pupils will be exploring work from different time periods and cultures.

Art can also be linked to **PHSE** as pupils are encouraged to discuss their feelings about their own artwork, as well as their peers' work in a constructive manner. It encourages them to explain their work methods and approaches allowing them to develop their sense of individuality and creativity. The teaching of art and design also supports pupils Spiritual, Moral, Social and Cultural (SMSC) development as they are encouraged to work collaboratively within

groups which provides them with the opportunity to learn from each other and share ideas and feelings. Through this all pupils will be able to develop respect for each other and their abilities. Pupils are also encouraged to develop an understanding and appreciation of different times, cultures and religions through their work on famous artists.

Art and design has very strong links to the teaching of **Computing**, as pupils need to confidently use digital media to design and create pieces of art. Pupils will use laptops, iPads and the internet to research and collect visual information to help them develop their ideas and understanding of the different forms of art. They will use painting or graphics software to explore and manipulate colours, shapes, lines and patterns and create their own designs.

5. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. At St Barnabas and St Paul's, art and design is discretely taught through weekly sessions, every other half term alternating with Design Technology, using the scheme Kapow.

Planning in the art curriculum is focussed on creating opportunities for all pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art techniques.
- Evaluate and analyse their work and that of others using the language of art.
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

5.1 Long Term Plans and Medium Term Plans

Long Term Plans have been created using the aims and objectives from the statutory guidance given in the primary national curriculum for art and design and Kapow. The LTPs give the main overview of the coverage of every year group, including the topic and artist for each term. The MTPs break this

overview down into a more detailed format that includes key vocabulary, equipment, learning objectives, possible lesson ideas, skills to be taught and learning outcomes for each topic. These overviews have been designed to support all teaching staff, regardless of their confidence and skill level in art and design, and ensure all pupils are receiving a high-quality art education throughout their time at our school.

The overviews are designed to ensure:

- A wide range of art skills and techniques are taught within each year group.
- Pupils are experiencing a variety of artistic styles and showing a greater understanding of the different types of art.
- Consistency and clear progression in the teaching of art skills and techniques across the school.
- All pupils are experiencing a series of exciting and inspiring art and design lessons that allow them to use creativity to create unique pieces of art.

The LTPs and MTPs are used as a guidance tool in order to pace out coverage of the curriculum throughout the year. Teachers are encouraged to use their professional discretion when deciding how long is needed on particular skill or technique, whilst ensuring all objectives are covered by the end of the academic year. The subject leader will regularly monitor planning to ensure all of the objectives are covered in each year group, in addition to being responsible for reviewing and updating the LTPs and MTPs and communicating any changes to the teaching staff.

5.2 Short term planning

Teachers access the LTP and choose the topic they are covering. This is then broken down into a Unit Overview which documents the unit outcomes, key skills and vocabulary and suggested prior learning. Furthermore, the lessons are broken down into short term plans.

All plans are supplied to help support the teaching of art and teachers are responsible for adapting to suit the needs of their children.

6. Teaching and learning

Art and design lessons will be delivered every week, once a term for as many weeks as Kapow recommends. This allows pupils to continue to develop their artwork during planned lessons or free time, for example, during wet playtimes or after finishing a lesson early.

At the beginning of each lesson, the lesson objective and success criteria should be shared with the children. Each lesson should have four parts:

- Recap and recall - Children are required to recap previously taught skills and knowledge in a range of ways.
- Attention grabber - This part of the lesson sets the context for the lesson in an engaging manner to capture the interest of pupils and develop enthusiasm for the subject.
- Main event - The main event is the part of the lesson where the children are exposed to new learning, linked to the national curriculum objectives.
- Wrapping up - Wrapping up is an opportunity in the lesson for children to consolidate, summarise or evaluate their learning.

The school uses a variety of teaching and learning styles in art lessons that are matched to the activity and ability of the pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding. Teachers will ensure pupils apply their knowledge and understanding when developing ideas, planning and producing artwork, and evaluating these.

The school uses a mixture of whole-class teaching, group work and individual activities, so all pupils are given the opportunity to work on their own and collaborate with others, listening to their peers' ideas and treating these with respect.

Teachers must ensure the teaching and learning styles are adapted to support any pupils with SEND to ensure they continue to have their confidence and self-esteem raised.

The key principles for the effective teaching of art and design include:

- Setting tasks in the contexts of pupils' prior knowledge.
- Promoting active learning.
- Inspiring, exciting and motivating pupils to know more.

In order to effectively teach art and design all teachers will provide a meaningful context and clear purpose when assigning tasks and ensure the teaching methods used suit the purpose and needs of the pupils. They will use focussed practical tasks, that are built on appropriate skills and understanding, to help pupils develop and evaluate their artwork.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.

- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

As part of art and design, pupils are provided with a sketchbook, which is used to collect and store pupils' responses and explorations of a variety of information, through mark making, colour mixing, pattern work and other techniques. Pupils are encouraged to use their sketchbook as a place to practise and to represent their thoughts and feelings through art and design.

Sketchbooks are used for:

- Practising certain skills and features and gathering information to use on larger pieces of work in class.
- Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
- Recording details about drawings.
- Developing ideas for future studies.
- Planning their future artwork.
- Gathering information to give specific knowledge of how things are made or work.
- Making increasingly detailed annotations about their work and processes used.

Sketchbooks can also be used as places to collect items and ideas from a range of sources, for example photographs; pictures from magazines, comics, cards, calendars, stamps, etc.; samples or textures, fabrics and other materials; research collected about an artist or designer and their work; list of resources that pupils may use to produce a larger piece of work; colour strips from colour mixing; evaluations by pupils of their own work and the work of other artists.

Sketchbooks are an essential record of individual pupils' experiences and ideas throughout a year and will be seen as evidence for assessment and reporting purposes. Pupils will be encouraged to use their sketchbook with increasing independence and to include any artwork or research undertaken without direction or assistance.

7. Assessment and Reporting

Art and design should be assessed both formally and informally, using a mixture of summative and formative assessment techniques.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum and supported by the skills outlined through Kapow.

Teachers will also assess pupils':

- Knowledge of tools, materials and equipment.
- Ability to record and communicate their design ideas in a clear manner.
- Personal qualities and attitudes towards their work.
- Ability to explain what they have created and how.
- Ability to use tools and materials safely and effectively.
- Ability to evaluate their work and the work of others.

7.1 Formative and Summative assessment

Formative assessment should be used throughout the year in order to monitor children's understanding of various art skills and techniques on a day to day basis. Following Kapow units, each lesson will begin with a Recap and recall, where teachers will review skills and knowledge to assess whether the children can access the lesson which is to be taught.

Throughout the year, teachers will follow the Kapow skills progression in order to gauge whether pupils have achieved the key learning objectives which can include:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Pupils' self-evaluation of their work.

Teaching staff must ensure that a brief comment linked to the progression of skills is apparent on the final piece of the pupils' artwork in their sketchbooks and follow the school's marking policy.

In terms of summative assessment for art and design, teachers will use their judgements of pupils' artwork, in addition to their highlighted targets to

complete Itrack at the end of each unit/term. Teachers will make their judgments in relation to the expectations stated in the national curriculum and Kapow. They will ensure that the information collected from the art summative assessments are passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point of time.

Furthermore, all pupils should show progression through their art sketchbooks and this is a non-negotiable expectation for all KS2 pupils, as it is stated in the national curriculum.

Art and design sketchbooks, marking and assessment data will be monitored against the unit outcomes on Kapow by the subject leader and used to inform future areas of development for the teaching of art and design in our school.

7.2 Reporting to Parents

Parents will be provided with a written report about their child's progress in art and design during the Summer term every year. This will be in the form of a grade regarding their child's attitude and attainment in art and design. A brief comment linked to pupils' knowledge and understanding may be included in the general comments section.

Verbal reports will also be provided at parent-teacher evenings during the Autumn and Summer terms which will go into more detail regarding their child's understanding of art and design.

8. Resources

The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources. The art budget covers the cost of materials and replacement tools. **Class teachers** are required to maintain the tools and equipment in their classrooms.

Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.

At the start of each school year, the **subject leader** will assess the school's art tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary.

9. Monitoring and review

This policy will be reviewed by the subject leader as required.

The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's school, ensuring that the content of the national curriculum and Kapow units are covered across all phases of pupils' education.

All members of staff directly involved in the teaching of art are required to familiarise themselves with this policy. Any changes made to the policy will be communicated with staff.

Appendix One

In Key Stage 1 pupils will be taught:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work.

In Key Stage 2 pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.

Specifically, pupils will be taught:

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials.
- About great artists in history.