

# St Peter's C of E Primary School



## Art and Design Policy

### Vision Statement

#### **'Faith, Family, Future'**

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

**'Each of you should use whatever gift you have received to serve others'**

### **1 Peter 4 v10**

#### Rationale

High-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. At St Peter's, children engage with art and design in their local area. We believe it is crucial that our children have a shared 'sense of place' and identity; that they understand their role in their locality and that they feel empowered to be part of the development and shaping of the future of Folkestone. We aspire to make the children of Folkestone active members of the community, through engagement with the arts and culture, and in so doing be involved in the regeneration of Folkestone. Children at St Peter's also have the opportunity to learn from contemporary artists, those from the past and from other cultures, allowing them to think critically and to reflect on how art and design has shaped our history and contributed to our culture and creativity.

#### Aims and Objectives for the Teaching of Art and Design at St. Peter's CEP School

The National Curriculum aims for Art and Design are to:

- 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.

At St Peter's we aim for our Art and Design curriculum to:

- enable all children to have access to a varied range of high quality art experiences
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- inspire confidence, value and pleasure in art
- cultivate children's aesthetic awareness and enable them to make informed judgements about art, allowing them to express their own ideas, feelings, thoughts and experiences
- inspire children through engagement with the arts and culture so that they take an active role in the positive change and regeneration of Folkestone
- provide a range of stimulating and creative opportunities in art and design which create a framework for engagement, achievement and enjoyment, thus enhancing self-esteem
- offer opportunities to understand and appreciate cultural diversity and to respect the views of others through the study of culturally diverse art forms
- introduce the children to as many arts practitioners as possible and to develop their skills, knowledge and understanding in the arts by watching artists at work; experiencing finished work; and working alongside artists
- have a positive impact in children's progress across the curriculum and in their sense of wellbeing

### Teaching and Learning

Whole-class teaching methods combine the development of skills with the study of artists and designers. We encourage children to ask, as well as answer questions about the art and design. We aim to develop the children's knowledge, skills and understanding by using a variety of teaching and learning styles and through the study of artists and designers. Children have the opportunity for first-hand experiences including visiting artworks both within our community and at galleries, such as the National Gallery. They are given the opportunity to work with local artists and arts organisations such as the Creative Foundation and Folkestone Fringe. Children are encouraged to create artworks for a purpose, putting on art shows both within school and in community spaces.

Expressive arts and design is one of the specific areas of the Early Years Foundation Stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children are given the opportunity to do this in range of ways both through child-initiated and adult-led activities allowing them to play with colours, textures and design.

In Key Stage 1, children use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children have the opportunity to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Key Stage 2, children continue to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They create sketch books to record their observations and use them to review and revisit ideas. They are given the opportunity to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint, clay. They also study great artists, architects and designers in history.

## Planning and Organisation

At St Peter's CEP School, we follow the Kapow Scheme of work for Art and Design. Teachers use this scheme to plan specific activities and open-ended learning opportunities, providing children opportunities to develop skills and foster a positive attitude to learning. Clear achievement goals are set in the planning, that reflect the knowledge and skills children need to progress. The scheme, and teachers' use of it, ensures that the work and expectations match pupils' abilities, experience and interests; demonstrating clear progression, continuity and subject coverage throughout the school. Careful long-term planning ensures breadth and balance; ensuring that the units of work are varied and provide a range of foci as children move progress through each year group. Due to the mixed year groups, we run a two-year planning cycle of design and technology topics in Key Stage 2 to ensure coverage.

## SEN/Able/EAL pupils

We recognise that there are children of widely differing abilities in all classes and we ensure access to learning for all children by scaffolding their learning as needed. Any child may need extra support to understand a concept or to master a new skill and so scaffolding is available to any who may require it.

In order to ensure inclusion and engagement across all ability levels, tasks are often open-ended, facilitating a range of outcomes and results; tasks are pitched to build on children's existing knowledge and understanding and, when necessary, pupils are paired or grouped sensitively.

For children who have English as an additional language, teachers provide word-bank resources or pre-teaching to support the understanding of subject specific vocabulary.

## Monitoring and Assessment

Formative assessment takes place in a variety of ways in art and design, through the progression of skills as well as the children's ability to express their own ideas, feelings, thoughts and experiences. Assessment is built into the planning of learning experiences and allows for the teacher to use these for future planning. Children are encouraged to improve their own learning performance, allowing them to evaluate their own work in order to understand what they need to do to make improvements. Children's learning is documented in sketch books as well as through the Seesaw app (please see separate Sketchbook Policy). At the end of each topic a summative assessment activity is carried out in the form of a quiz through which the children can show what they have remembered and learned, these results are recorded using the Kapow scheme's assessment documents.

## Retrieval Practice

Children revisit previous learning as they move through the school. Low stakes quizzes on Kahoot! are created at the end of topics which can be used for future retrieval practice. Memory Maps of learning are created using working walls, key learning and vocabulary in order for children to revisit their learning as they move through the year groups. Both quizzes and Memory Maps are created for each year group and move through the school alongside them.

## Monitoring and Review

- The Art and Design leader, as well as the curriculum leader, is available to support teachers with their planning and teaching of art and design.
- Planning, teaching and learning is monitored and reviewed to ensure children are accessing the art and design curriculum.

**Reviewed November 2022**