



# *Art & Design Policy*

*St John Vianney Catholic  
Primary School*

## 1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

1.2 DfE 'Statutory framework for the early years foundation stage' 2017

1.3 DfE 'Art and design programmes of study: key stages 1 and 2' 2013

## 2. Early years foundation stage (EYFS)

2.1. All pupils in the EYFS are taught art, and design as an integral part of the topic work covered during the academic year.

2.2. All art and design objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':

- Communication and language
- Physical development
- Personal, social and emotional development

2.3. There are four specific areas through which the three prime areas are strengthened and applied - these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.4. The art, and design curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.

2.5. In the EYFS, pupils will be taught to:

- Recognise that a range of technology is used in places such as at home and in schools.
- Select and use technology for particular purposes.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and storytelling.

### 3. KSI - Art and design

3.1. By the end of KSI, pupils will be taught to:

3.2 Use a range of materials creatively to design and make products.

3.3 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

3.4 Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

3.5 Appreciate 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.

### 4 KS2 - Art and design

.1 By the end of KS2, pupils will be taught to:

- .2 Create sketch books to record their observations and use them to review and revisit ideas.
- .3 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- .4 Appreciate great artists, architects and designers in history.

## 5. Cross-curricular links - Art and design

### 5.1. English:

- Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.
- Children are able to explain the process they have gone through to create a piece of artwork, in writing.

### 5.2. Maths:

- Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

### 5.3. PSHE: Jigsaw

- Art and design is used to encourage pupils to discuss their feelings of their own work,

as well as the work of their peers, and explain their work methods and approaches.

#### 5.4. SMSC:

- Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

#### 5.5. ICT:

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

### 6. Roles and responsibilities

6.1 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.

- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art, design and D&T, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of art, design and D&T in subsequent years.

6.2 The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art and design skills, with due regard to the national curriculum.
- Planning lessons effectively following the Kapow scheme of learning.

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

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

- Liaising with the **subject leader** in order to implement and develop specialist art learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of art and design objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

## 7 Equal opportunities

7.1 At St. John Vianney, we are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

7.2 In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted

and the delivery of the art and design curriculum is differentiated for these pupils.

7.3 The planning and organising of teaching strategies for each subject will be reviewed on a *termly* basis by the **subject leader** to ensure that no pupil is at a disadvantage.

7.4 The school aims to maximise the use and benefits of art and design as one of many resources to enable all pupils to achieve their full potential.

## 8. Planning

8.1. Planning of the art and design curriculum is focussed on creating opportunities for 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, craft and design techniques.
- Evaluate and analyse their work and that of others using the language of art, craft and design.
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.



- 8.2. The subject leader will create a long term plan for the teachers to follow, this ensures all skills are correctly met within each year group.
- 8.3. The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 8.4. Teachers will follow the Kapow scheme of learning to create their own short term plan.
- 8.5. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 8.6. Teachers are responsible for reviewing and updating short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 8.7. Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2' 2013.
- 8.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 8.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 8.10. Long-term planning will be used to outline the units to be taught within each year group.
- 8.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## 9. Assessment and reporting

- 9.1. Pupils will be assessed and their progression recorded in line with the school's assessment policy.
- 9.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.
- 9.3. 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'.
- 9.4. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- 9.5. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 9.6. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Assessing work against the learning objectives
  - Pupils' self-evaluation of their work
- 9.7. 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.
- 9.8. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 9.9. Summative assessments will be used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.

## 10. Resources and equipment

- 10.1. The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- 10.2. The art and design budget covers the cost of materials and replacement tools. Teachers will be required to maintain the tools and equipment in their classroom.
- 10.3. 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.
- 10.4. Display walls will be utilised and updated on a termly basis.

10.5. At the start of every school year, the subject leader and headteacher will assess the school's art, design and D&T tools and materials to ensure there is sufficient equipment for pupils, allowing funds to be allocated where necessary.