



**St John's**  
Church of England  
**Academy**

Part of the



## **Art and Design Policy**

### **February 2021**

"Art is a place for children to learn to trust their ideas, themselves and to explore what is possible."  
Maryann F. Khol.

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# Our Vision

At St John's we provide an art curriculum which enables our children to comfortably express themselves, build a positive self-image and develop their confidence in a stimulating, meaningful and safe environment which is embedded in the Christian Values.

## Introduction

We are committed to providing our children with enriching opportunities to develop their creativity and cultural understanding of their ever-changing world.

Alongside providing children the opportunities to produce individual and inspired pieces of art work, our curriculum will develop our children's respect and sensitivity to make informed and critical responses about their own art and the art of others, including the art of great artists, craft makers and designers.

The purpose of art and design education is to give children the skills and knowledge to express their feelings, opinions and ideas in a visual form whilst experiencing the joy of creativity.

We know an understanding of visual arts can enrich and enhance our children's lives. We want our art curriculum to fire their imagination and give our children the skills to appreciate the cultural richness and diversity art and design exposes them to.

## Our Aims

Our aims of art and design are to:

- enable all children to access a varied range of art experiences in and out of the classroom (museum visits, sculpture parks, local artist visits, galleries)
- nurture happy children who are active consumers of the world around them and understand the opportunities art can provide them
- develop new and enjoyable ways of thinking, seeing, doing and communicating in order to enjoy and appropriately respond to our ever-changing world
- understand the constant impact visual arts has on our cultures and how it can directly impact our lives
- understand how art has provided us with information about the past and is used in the present to communicate priorities and beliefs
- inspire confidence, value and pleasure in art
- foster an enthusiasm of art through providing meaningful and relevant topics and opportunities
- develop appreciation of art and a knowledge of famous and local artists, craftspeople and designers including those of different faith, race and gender
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meaning
- develop imagination, original thought and personal expression
- enable children to become visually literate by understanding art as visual and tactile communication
- develop technical skills

- develop the pupils' aesthetic awareness

## The Learning Environment

Our children will learn in a nurturing and constructive environment in which they understand how to improve and reflect on their pieces. They will know that their artwork is a journey of growth and every 'mistake' is an opportunity to learn. Children will learn that art is subjective and everyone's opinion is different. Children should expect to see some of their art work displayed in school throughout the year.

## Curriculum Enrichment

Staff should ensure visitors and visits are utilised where possible. These enrichment opportunities will allow our children to explore the arts in a different environment to the curriculum and help to engage students who may think that art and design is not for them. The subject lead will begin to gather information on local artists and places of interest, which are appropriate our curriculum, for other staff to access. Staff should also be proactive in finding local workshops, arts people and places of interest which can enrich their children's art experiences.

## Marking, Feedback and Assessment

Feedback in sketchbooks should focus on quality improvement but must respect pupils' creativity. Children are required to meet learning objectives in the lessons but will do so using their own creative flare. Marking should not infringe the children's chosen style or encourage children's artwork to be the same as an example. Personal style and interpretation should be inspired and encouraged in lessons.

Marking and feedback can be recorded in books using post-it notes (secured carefully) or may be given during the session on a one-to-one basis. This should be indicated in sketchbooks with a simple 'live marked' annotation. Post-it notes should be placed carefully away from the main focus of the children's learning, not over the top of art, to ensure children know their work is respected and important. Marking should not detract from the work.

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. At the end of each unit, children's learning is assessed against the end of unit statements. This allows teachers to plan future learning opportunities to address areas of weakness. A summative assessment grid is completed at the end of the academic year which informs the next class teacher and allows the subject lead to track attainment across the school.

## Use of Sketchbooks

Children will be encouraged to take ownership of their sketchbooks and will be aware that their books are a place for practise, improvement and reflection not a place for 'perfection'. Sketchbooks will be used to:

- practise drawing techniques such as sketching, shading and drawing from different viewpoints
- practise different skills, such as printing
- plan ideas
- record and gather information for use in the future
- annotate work of artists, sculptors, designers and craft people
- reflect on their own pieces and make suggestions for improvement

Learning, sketches and notes should be dated but no learning intention is needed. The learning intention should be clear from the children's recordings and can be found on teacher's planning.

## Curriculum Planning

At St John's CE Academy, art will be taught through a skills approach and will be linked to class topics where possible. This may include artwork that links to our local area and to topics in history, PSHE, RE or science. Additionally, art and design provides a natural opportunity for children to practise and improve basic skills such as spoken language, English and mathematics. Staff have access to planning and resources which focus on developing our children's understanding and proficiency in different skill areas, which can then be applied across the curriculum, from the Kapow primary art and design website.

Each year the carefully planned curriculum will be reviewed and updated to meet the needs of each cohort and ensure we are providing an engaging and inspiring curriculum which is relevant to our children.

All staff will plan their units from the long-term plan using the medium-term planning format which includes: assessment statements from our art and design progression document; key vocabulary; the knowledge skills and concepts children are expected to acquire throughout the unit; formative assessment opportunities. These plans will ensure balance of learning distribution across the school.

During the Early Years, our young children are given the opportunity to explore colour, texture, shape and form in two and three dimensions both inside the classroom and outdoors daily. The children will have access to a wide range of construction, collage, painting, printing and drawing activities each day which they may access independently and with support with an adult. This helps to ensure all our children have the opportunities to explore their artistic potential. Our Early Years team provides a rich environment in which creativity is encouraged and valued. Creative development of the children is carefully linked to the objectives set out in the Early Learning Goals.

## SEND

At St John's we ensure our art and design curriculum is accessible to all pupils, whatever their ability or background. All teachers will plan and provide learning opportunities matched to the needs of children of all capabilities, ensuring every child has equal and fair access. When appropriate, teachers will set and review appropriate smart targets.

# SMSC

Our art and design provision offers a variety of opportunities to support the social development of our children through the way we expect them to work with each other in lessons and conduct themselves on visits or with visitors. Groupings allow children to work together and discuss their ideas and feelings about their own work and the work of others. Our curriculum helps our children to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople. Furthermore, our RE curriculum offers a range of opportunities to study and evaluate famous historical and modern religious pieces of art and the spiritual symbolisms behind these pieces.

## Monitoring and Evaluation

Monitoring of art is carried out through regular monitoring of medium-term planning, sketchbooks, pupil discussions and learning walks to ensure progression and continuity across school. Regular discussions between staff and the subject lead regarding topic and skill focuses will ensure our curriculum meets the needs of our children year on year.

The subject lead will make an annual report to the Leadership Team and the art and design lead governor who will report key findings and recommendations as necessary to the full Governing Body.

## Roles and Responsibilities

The subject co-ordinator will provide advice and direction for staff members when needed. Links to relevant topic and resources will be provided.

Each class teacher is responsible for the art and design provision within their own classroom and are to ensure all learning objectives for their year group are met in an inspiring and engaging manner.

## Resources

School has a wide range of resources in classrooms across school. Each classroom has some basic supplies, including: paints, paint brushes, and PVA glue. Other resources can be found in the Year 3 classroom, Year 4 classroom and the Year 6 classroom these include: charcoal, acrylic paints, watercolours, oil pastels, printing resources etc. Different styles of paper are available centrally in the staff store cupboard located in the main hall. Staff are to check their medium-term planning ahead of the term and are able to place orders for any special requirements which link to their topic.

# Health and Safety

Health and safety will be assessed before each lesson by the class teacher. Before beginning activities, children will be made aware of how to appropriately and safely handle their equipment. Extra caution and modelled examples will be given before the use of carving knives, lino printing and similar equipment with sharp edges. Children will be taught how to control risks.

**Miss S Meehan**  
**February 2021**