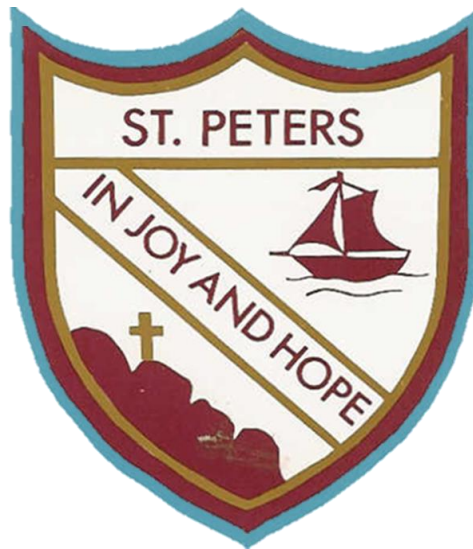


St Peter's Catholic Primary School



Art and Design Policy

2025

Agreed by Governors – March 2025

Aims & Objectives

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.

A high-quality art and design curriculum 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. At St Peters Catholic Primary School our aim in teaching art is to stimulate children's creativity and imagination through visual, tactile and sensory experiences.

The aims of art and design teaching are to enable all children to:

- produce creative work, exploring ideas and recording their experiences
- develop their skills in drawing, painting, sculpture and other techniques
- evaluate and analyse the work of others using the language of art, craft and design
- know about great artists, craft makers and designers and understand the historical and cultural development of art forms
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.
- Enable children of all abilities to enhance self-esteem through success in using taught skills, and to apply these skills to other areas of the curriculum in terms of presentation and organisation.

Curriculum

Early Years Foundation stage

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

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
- There are four specific areas through which the three prime areas are strengthened and applied.
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- The art curriculum in the EYFS focusses on the specific areas of understanding the world and expressive arts and design.
- Pupils will be taught to;
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture, form and funti9onn.

Key Stage 1

Pupils will be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

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, craft and design.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Planning

- Art in our Early Years Foundation stage is planned through topics covering understanding the world and expressive arts and design. EYFS teachers produce a yearly planner which encompasses understanding of the world and expressive starts ad design, curriculum maps and weekly plans which cover these topics, outcomes and Early Learning goals.
- Our school creates a school yearly planner for KS1 and KS2 which encompasses Art, an Art curriculum map, medium-term knowledge organisers for each Art Topic and short-term plans for the delivery of the art curriculum.

Time allocation

On average approximately one and a half hours per week is allocated to Art in Key Stage 1 and Key Stage 2. Within this, it is expected that all relevant attainment targets and Programmes of Study are covered at the end of each Key Stage. Art will be taught in each term over the three terms.

Teaching Approaches and Methods

Our teaching at all levels shall include opportunities for:

- Teacher exposition
- Discussion techniques (pupil/ pupil and teacher/pupil) appropriate practical work
- Use of ICT, museum resources and outside visits
- First-hand experience
- Investigation work
- Recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work.
- Provision of different media sketchbooks.

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

Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge.
- Promoting active learning
- Inspiring, exciting and motivating pupils to know more.
- Strategies for effective teaching include:
 - Ensuring the teaching methods used suit the purpose and needs of the pupils.
 - Providing a meaningful context and clear purpose when assigning tasks.
 - Using focussed practical tasks to help pupils develop and evaluate artwork.
 - Ensuring tasks are built on skills and understanding

Sketchbooks

All pupils will be given a sketchbook and a creative arts book when they start in Ks1 and they will follow children on their Art journey throughout school until they reach year 6. Pupils are encouraged to use their sketchbook as a place of practise and skills, and to represent their thoughts and feelings through art and design.

Sketchbooks are to be 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.
- -Gathering information to give specific knowledge of how things are made or work.
- Creative arts books can be used for places to collect the following items:
 - -Study of an artist
 - -Photographs
 - -Pictures from magazines
 - -Samples of textures, fabrics and other materials
 - -Colour strips from colour mixing
 - -Evaluations by pupils of their own work and the work of other artists
- Health and safety
- Issues of health and safety are addressed in the planning and delivery of the art curriculum by the class teacher. Any relevant risk assessments will be completed by the class teacher.

Cross Curricular

Humanities

Art topics will link long term plans for art and will be have cross curricular r links to topics covered in geography and history.

PSHE

Art is used to encourage pupils to discuss their feelings about their own work, as well as their peers' work, and explain their work methods and approaches, meeting PSHE objectives.

Literacy

Art enhances the teaching of Literacy by encouraging pupils to ask and answer questions about the starting points for their work. Pupils can compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers. Pupils can use art when creating and drawing images and designs in their English work, e.g, when creating stories with pictures.

SMSC

Teaching art offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons. Art helps pupils to develop 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.

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.

Assessment

Pupils will be assessed, and their progression recorded, in line with St Peters Assessment policy. 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.

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. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five. 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. Pupils in KS1 and KS2 are expected to show their progression in their sketchbooks. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

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 school library contains resources and topic books to support pupils' research. 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. Display walls are utilised and updated on a termly basis, in accordance with the area of art being taught at the time. At the start of each school year, teachers may request resources and the subject leader will work with the headteacher to 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. Any other small item requests throughout the year should be ordered in line with our school order form requesting service, via the school office.