



Trinity St. Peter's

Church of England Primary School

where children shine

Art and Design Policy

Rationale

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

Purpose of Study

At Trinity St. Peter's we believe that all children can develop their creativity through using their imagination. Through innovative art, craft and design opportunities, the children at Trinity St. Peter's have the opportunities to enhance and express their creativity.

“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.” (National Curriculum, 2014).

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Art and Design Curriculum Planning

Art and Design at Trinity St. Peter's provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Our high-quality scheme of work educates, 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.

As children progress through our school, they become proficient in drawing, painting, sculpture and other art, craft and design techniques. Skills are developed to help them evaluate and analyse creative works using the language of art, craft and design. Children learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS

The EYFS Development Matters September 2021 curriculum guidance, 'Expressive Arts and Design' provides the opportunity for Foundation Stage children to develop their artistic and cultural awareness which supports their imagination and creativity. Children create using a variety of materials and tools and techniques, experimenting with colour and design. They are given the opportunity to explain the processes they have used. Nursery and Reception have created a [curriculum overview](#) to ensure that the curriculum starts in Nursery and progresses through the school building on children's knowledge and skills. Planning is taken from Kapow and Twinkl units, which are saved on the shared drive. Teachers also plan for children's interest and fascination as and when is appropriate. This planning is modified in line with the school's 4C model so that the school's vision, values, and the characteristics of effective learning are embedded in classroom practice.

Through using Kapow, the content is matched to the Early Learning Goals needed to be achieved and the planning outlines the termly music focuses each class is to complete. Teachers adapt and tailor teaching and learning towards the needs, enthusiasms and interests of the children. Art and Design units are delivered once per term with a different focus each term.

Key Stage 1 and Key Stage 2:

We use Kapow Primary's Art and Design scheme to support our delivery. The Kapow Art and Design scheme of work is designed with five strands that are implemented throughout the year's teaching:

- Generating ideas
- Using sketchbooks
- Making skills, including the formal elements of art (line, shape, tone, texture, pattern and colour)
- Knowledge of artists
- Evaluating and analysing

The units of lessons allow our children to build upon their skills and knowledge and applying them to a range of projects. The formal elements are also woven throughout the units. Key skills are regularly revisited with increasing complexity

using a progressive curriculum model. Units in year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

The units of Kapow Primary's Art and design support age-appropriate sequenced learning. Creativity and independent learning are embedded within the curriculum which enables the children to create their own unique pieces of art.

Art and design are taught every other half term, alternating with Design and technology. Each lesson is very practical and encourages experimental and exploratory learning using sketchbooks to document their ideas. Lessons can be accessed by all pupils and there are opportunities to stretch children's learning when required. Knowledge organisers are used to support the delivery of the units of lessons which also encourage recall of skill processes, key facts and vocabulary.

Special Educational Needs

Pupils who are identified as having additional learning needs will access learning within the subject through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

Global Citizenship

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become **'caring global citizens of the world'** as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities. Global citizenship enriches the Art and Design curriculum by pupils being able to:

- explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art;
- recognise different perspectives, ideas, beliefs and values;
- provide opportunities to learn about, and from, different cultures through handling images and artefacts.

Global Citizenship is assessed by the Subject Leader and Assistant Headteacher, in line with the Global Citizenship policy.

Spirituality

Spirituality links are made during the teaching of Art and Design themed units. Pupils are aware of the concept of a physical and creative world and respond spontaneously and emotionally to experiences of the natural world and creativity of others. Children are inspired and express this through creative pieces of artwork.

Assessment and Evidence

The children in Nursey and Reception are assessed using specific area checkpoints, these assessments take place termly. Reception children are also assessed against the EYFS Statutory Framework Early Learning Goals for Expressive Arts and Design.

In Key Stages 1 and 2, assessments are completed at the end of each unit taught using teacher judgement of the work completed and the provided assessments quizzes on the Kapow scheme of work. This provides data for assessment for each unit taught, which enables individual children to be tracked to monitor progress and identify any appropriate support. The school's progression ladders assist with this.

Children's attainment is assessed, recorded and shared with parents at the end of each year. Pupils are assessed as: 'working towards the expected standard', 'working at the expected standard' or 'working at a greater depth within the expected standard' on the school's excel assessment grid.

This assessment information is recorded, updated and analysed by the Art and Design Subject Leader.

Monitoring and review

The coordination and planning of the Art and Design curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses and indicates areas for further improvement and
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Spring 2024