



## **Art & DT POLICY**

**2024-2025**

Ratification Table:

<b>Approved by:</b>	R James	<b>Date: September 2024</b>
<b>Last reviewed on:</b>	14/08/2024	
<b>Next review due by:</b>		

### **Art Curriculum Intent**

#### **Rationale**

At St Nicholas of Tolentine we believe that Art and Design education should be for everyone. As Art and design draws upon the sensory experiences it is crucial to the children's educational development. The provision of art is designed to challenge the abilities and aptitudes and aims to motivate the children to express their own ideas through creativity. The broad Art curriculum has been carefully planned to compliment topics taught in other areas of the National Curriculum, as well as taking into account interests, skills and expertise of both pupils and staff.

#### **Aims**

- To promote children's enjoyment of art and DT and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process
- To stimulate each child's creativity and imagination
- To enable pupils to become visually literate: to understand and use Art as means of communication
- To increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment
- To develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- To develop the pupils' aesthetic sensibilities and capacity for original thought
- To increase awareness of the role and purpose of art and design in different times and cultures
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control
- To develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum

- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.
- To develop children's understanding of the process of art and DT; design, make and evaluate

### **For Parents**

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

## **Implementation:**

### **Planning**

At St Nicholas of Tolentine Primary School art is taught through a topic approach and is taught alongside Design & Technology, History, Geography and Science. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

### **The Foundation Stage**

At St Nicholas of Tolentine we encourage creative work in the Reception class. We relate the children's creative development to the objectives set out in the Early Years Foundation Stage Profile, assessing and tracking progress through development bands and Early Learning Goals, which underpin the curriculum planning for our pupils. Pupils' learning includes: art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The pupils are given opportunities to work independently and collaboratively as part of child initiated and adult focused learning.

### **Key Stage 1**

Our 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 Riverside Primary School Art Policy
- 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 should 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

## **Art Lessons Overview**

- Children will be introduced to their new artist for the term that links to their skill. Children will explore and talk about the artists work.
- Children will have a series of skill based lessons to support their knowledge and understanding.
- Children will then complete a final piece to demonstrate these skills they have learnt.
- Children will then have the time to evaluate their work and to make changes if needed.

## **DT Lessons Overview**

- Children will be introduced to real life designers and explore the work they have created.
- Children will then follow a series of lessons where they will design, make and evaluate their work.

The lessons in both Art and DT allow children to discuss and compare real life artists/ designers, talk about their work with their peers and evaluate their work. This allows teachers to assess children's skills and knowledge throughout each term.

## **Real life artists and designers**

At St Nicholas of Tolentine we study a range of artists and designers from all over the world. We take into account different skills and abilities these artists have. Children have the opportunity to discuss and compare artwork and designs.

## **Cross Curricular Links**

### **English**

Art and design contributes to the teaching of English in our school by encouraging children to ask questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **Mathematics**

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **Art and Design and ICT**

ICT enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras, scanners, and ipads. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

### **Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

### **Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their

own work and the work of others. Their work in general helps them 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, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

### **Equality of Opportunity**

All pupils should have access to the whole art curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from the arts and artefacts of other cultures. An appreciation of art forms created and valued by different cultures should be taught.

### **Resources**

There are a wide range of resources to support the teaching of art and design across the school. Resources are stored in the art room. A selection of books are available in the art room to support with different skills. Early Years have their own supply of resources in the classroom.

These are to be monitored by the art lead and all staff. When resources are running low, the art lead needs to be informed and resources need to be replenished.

**Staff and children are responsible to ensure resources are put back and respected.**

### **Impact:**

### **Assessment for learning**

In Art, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment also enables pupils to be involved in their own assessment. Class teachers keep records of work carried out by pupils so that progress against key objectives can be accurately tracked. These are kept in a sketchbook which each children from Year 1 to Year 6 have.

### **Art Gallery**

At the end of each term, we welcome the parents into classrooms to display our art and design final pieces. This gives the children the opportunity to share their learning and talk about the knowledge they have gained. This is a lovely way to bring the school and community together. Children take responsibility of their work and show pride in what they have achieved.

### **MONITORING AND EVALUATION**

Regular monitoring and evaluation of the activities will be done by the subject leader. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress. Teachers will use formative assessment strategies and will record evidence on a spreadsheet which can be accessed by all staff. At the end of each year, teachers will make summative assessments of the attainment and progress made by pupils against the National Curriculum and use these to report to parents/ carers and new class teachers. Children will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. Children will be encouraged to evaluate their work through verbal and written feedback in their sketchbooks.

### **Health and Safety**

Pupils will be taught to use materials, tools and equipment safely. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature.

### **The Role of the Subject Leader**

- To ensure the progression of skills are covered in each year group
- To monitor the curriculum and progression of the subject
- To support teachers in promoting high standards
- To ensure equipment and resources are available
- To ensure good Health and Safety practices are followed
- To regularly review the Subject Action Plan

### **Review**

The effectiveness of the teaching and learning in Art and DT will be regularly monitored by the Headteacher and the Subject leader.