



**St. Giles C.E. Primary School
Art and Design Policy**

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn

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Purpose

Art is the expression of ideas, thoughts and feelings, through sensory experience in a variety of two and three-dimensional media. At St Giles we aim to engage, challenge and inspire our pupils through a development of skills, exploration and creativity. We strive to enable all pupils to produce quality pieces of art that is unique to them and the society and environments in which they live. Our pupils are taught to think in depth about works of art, developing a visual awareness alongside communicating their ideas both critically and with meaning to demonstrate their understanding of the subject. By introducing both famous and current artists to our pupils, we intend to promote the contribution art has made to our history, culture and modern creativity within immediate environments and the wider world.

Aims

Through Art and Design, we aim to teach the children to:

- develop a visual awareness.
- provide opportunities to use art to record feelings and express creative imagination.
- develop visual vocabulary.
- understand the visual elements of colour, texture, line tone, pattern, shape and form for them to effectively express themselves through artistic means.
- develop mastery of a range of tools, media and processes.
- develop critical abilities and an understanding of cultural heritage, with links to Creative Curriculum topics.
- acquire artistic skills and techniques.
- develop their artistic capabilities.
- develop their capacity to evaluate their own and others artistic endeavours.
- develop aspects of artistic abilities alongside the development of key skills.

Pupil Entitlement

Through the careful planning and provision of art lessons, pupils will become proficient across all mediums of art such as, drawing, painting, sculpture and crafts as well as embracing new techniques or technologies including forms of digital art. Similarly, value and consideration should be given to art from all cultures.

Our pupils will build upon skills from each key stage to apply understanding, application of processes and technical abilities across each of these forms. They will develop subject language to discuss and compare artwork at a level suitable for each phase.

Foundation Stage

During the Early Years Foundation Stage, the essential building blocks of children's art and design capability are established. There are many opportunities for carrying out Art and Design related activities in all areas of learning. It is identified specifically in 'Expressive Arts and Design' this is one of the four specific areas of learning. In the EYFS framework, Expressive Arts and Design is made up of two aspects: Exploring Media and Materials and Being Imaginative. During a child's learning at St Giles' each child will have explored a wide range of media and materials, as well as opportunities and encouragement to share their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children's work and assessment in Expressive Arts and Design contributes to their ongoing paper and virtual learning journey building up a picture of the unique child.

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to produce their own works of art
- 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 similarities and differences between them and making links to their own work.

Key Stage 2

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, such as pencil, charcoal, watercolour, acrylic, paint, clay, modroc etc.
- About great artists, architects and designers in history, but also modern artists and trades or jobs that have art at their core.

Teaching and Learning Styles

The teaching of each topic should focus on the introduction of a famous and or current artist relevant to the area of art being taught. Discussion and analysis activities around the artists' work will allow pupils to build up vital vocabulary related to the subject. New skills should then be taught that will become relevant in the child's final piece, e.g. colour missing, scaling images, creating tone by light and shade. The child's final piece of work will allow personal interpretation, creative flair and, in some cases, choice of materials. Teacher modelling and pupil exploration should consider the experiences and background of the pupils, progressively building on what has been taught previously, so that pupils build a bank of artistic skills and experience of materials throughout the school. Teachers are initially responsible for their own research, to equip themselves with a sufficient level of subject knowledge to teach each topic, though help can be sought from the co-ordinator or CPD to be delivered in staff meetings, as required. This quality teaching will allow pupils to build a bank of new skills in each year group, whilst giving opportunity to apply existing skills in different ways or using a different medium. Differentiation can be obtained by the extension or limitation of materials, level of teacher support or by the scope set out in the final task.

Lessons should incorporate:

- teacher exposition.
- discussion techniques (pupils/pupil and pupil/teacher) based on the appropriate practical work.
- consolidation and practise of fundamental skills and routines.
- use of ICT resources and outside visits.
- firsthand experience.
- investigation work.
- class work, group work, individual work.
- recording and observations through sketching, painting, printing, collage, textiles and three-dimensional work.

- experiences of artists and crafts people.

Inclusion

We are fully committed to inclusion. We aim to provide equal access to Art and Design for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work and using Classroom Assistants help where available.

Working with a variety of materials and taking part in wide ranging art activities enriches children's sensory and creative experience and helps them to begin to communicate unselfconsciously. They learn to select and express their own meanings, and motor skills are developed. Children with sometimes wide-ranging problems and abilities should be considered at the planning stage, where appropriate adaptations to lessons, tools and materials can be made.

Curriculum Planning

Art and design is a foundation subject in the National Curriculum. All children are given the opportunity to undertake a balanced programme of two- and three-dimensional art activities, which gives coverage to the expectation set out by the government. We currently follow a scheme of planning Kapow Primary Scheme of work that incorporates drawing (**line**, shape, tone and texture), digital media, painting, printing, textiles, 3D form and collage over a year. Exploration and development of ideas and evaluating and developing work however is incorporated into every term's topic.

The long-term plan maps out the units covered across the whole school in each term for each phase. The art and design subject leader works this out in conjunction with teaching colleagues in each year group.

The role of the Art Co-ordinator is:

- To ensure that there is continuity and progression in curriculum coverage within all phases through the Creative Curriculum.
- Ensure that the Curriculum is differentiated to enable all children to meet their full potential.
- To select and renew art resources on a yearly basis, guided by the needs and requests of whole school staff.
- To give support and guidance to staff as required.
- To maintain a collection of work to help demonstrate expected outcomes within the subject.

Curriculum Enhancement

At this school children will have regular opportunities to draw and create from direct observation of any environments relevant to enhancing and developing their artistic skills. Skills, components and methods of working are taught which enable pupils to work in a confident, informed and creative way. Relevant information and resources are provided from within and beyond the school. The resources, including professional artists and, if possible, visits to galleries, enable pupils to experience the wider world of the visual arts. Art has a vital contribution to make to Design and Technology and can enhance learning within other subject areas.

It is concerned with the development of visual perception and visual literacy to enable understanding and appreciation of art from a variety of cultures and periods through history linking to other foundation subjects if required.

Computers are available within the school, which have appropriate software to support the teaching of Art and Design. Computers also have access to the Internet to give further support. Digital cameras are also available, as well as handheld microphones and hand held Tuff Cams to record art in motion.

Assessment, Recording and Reporting

Pupils are aware of their own development through self- evaluation of artwork. Teacher assessment is continuous taking place in each individual lesson. It measures the achievement of each objective and informs the teaching of each following lesson. Work will be assessed more formally at the end of each topic by using the pupils' final pieces of work. Pupils and teacher comments are recorded on evaluation sheets. Skills obtained can be recorded on a skills matrix for a selection of pupils to give an overview of groups. The Art Co-ordinator will collect examples of work from year groups at the end of each term which will be kept as evidence of developing skills.

Art is monitored by the co-ordinator at various intervals during the academic year. Monitoring takes place by looking at samples of topic books from all classes and assessing the progression of skills throughout the school as well as looking at consistency of work across the year groups, linked to the planning.

Resources

We have a wide range of resources to support the teaching of art and design across the school. Classrooms have a range of basic resources and more specialised equipment is kept in the Library. Careful use of the internet and 'Resource Loans Library' provide additional knowledge-based resources or starting points. Through the monitoring of planning and discussions with staff the Art Co-ordinator will ensure that relevant resources are available to meet the requirements of individual topics by making a yearly update of stocked resources and tools.

Health & Safety

All children are taught the safe and appropriate use of equipment and materials.



[Article 28 \(right to education\)](#)

[Article 29 \(goals of education\)](#)

Reviewed March 2025

To be reviewed March 2027