Art and D.T.

Policy

St Luke's Primary School

'Love God. Love your neighbour as yourself: be the Good Samaritan. Luke 10:25-37

Written by Tess Neaman, September 2022 (amended February 2023)

ART AND DESIGN POLICY

Art and Design and Technology (D.T.) stimulate creativity and imagination and prepare children to take part in the development of a rapidly changing world. Creative thinking encourages children to try out new ideas and solve problems. It also provides children with opportunities to have a go, make mistakes, and express themselves openly, without judgement. Art and DT provide visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

Art and D.T. enable pupils to use colour, form, texture, pattern, different materials and processes to communicate what they see, feel and think. It helps them learn how to make informed value judgements, aesthetic and practical decisions, and become actively involved in shaping environments.

Children explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and across different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our both our personal and public lives.

CURRICULUM RATIONALE

What do we teach? Why do we teach it?

Aims and Objectives

At St Luke's, Art and design is valued as important part of a balanced curriculum that provides our children with opportunities not only to develop and extend skills, but also to express their individuality. Our Art and Design curriculum and the cross-curricular links it makes engage, inspire and challenge our pupils as they experiment and create their own pieces.

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 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.
- As pupils progress, pupils to develop a more nuance understanding of art and design and are able to reflect on and critique works of art.

Our main objectives in the teaching of Art and D.T. are

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike about their work when designing and making.
- To be able to express their own ideas through their work.
- To enable children to talk about how things work, to draw and to model their ideas.
- To encourage children to select appropriate materials, tools and techniques for creating a 'product in D.T. whilst following safe procedures and correct use.
- To increase their critical awareness of the roles and purposes of Art and D.T. over time and throughout the world.
- To develop confidence in the use of visual and tactile elements and materials.
- To foster enjoyment of the visual arts, including working with professional artists and designers, visiting museums and galleries.
- To experience and encounter art and artists from across the world.
- To create meaningful links between Art and D.T. and other areas of the curriculum including Literature, maths, science and Philosophy.

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CURRICULUM ROLL-OUT

How do we teach and assess and how does this look in practice?

Early Years Foundation Stage
In the Early Year Foundation Stage Curriculum, Art and Design is covered under the umbrella term 'Expressive Arts and Design.'

We facilitate the exploration of colour, texture, shape and form with access to a wide variety of art materials and tools. Children learn a range of skills and techniques (e.g. colour mixing, simple observational drawing, use of tools) and have opportunities to develop these skills in both the classroom and outdoor environment through a combination of child initiated and adult led activities.

Children explore this area of learning through play and exploration, active learning, creating and thinking critically. These early experiences include asking questions about how things work, representing their ideas and feelings using a range of media and media. They will investigate and use a variety of art materials, construction kits and develop their making skills. They will develop confidence and control when handling appropriate tools and construction materials.

Our EYFS team plan learning and opportunities that work towards the Early Learning Goals and prepare the children for the transition to the K.S.1 Art and D.T. Curriculum.

Key Stage One and Key Stage Two

In Key Stage One and Two, we follow our own bespoke Art and DT curriculum, designed with support from a professional artist. It covers the full requirements of the National Curriculum and is outlined in the Knowledge and Skills Progression Map for each year group. It aims to develop skills in the following areas:
Art:

- Drawing
- Painting
- Digital Media
- Printing
- Textiles
- 3D
- Collage

Design and Technology:

- Designing
- Making
- Evaluating
- Technical knowledge
- Cooking and Nutrition

A focus on knowledge ensures that children understand the context of an art work, as well as the artists, architects, and designers that they are learning about and being inspired by. In addition, works of famous artists from different cultures, times and places are explored to enhance the children's learning and celebrate diversity.

A similar focus on skills means that children have opportunities to express their creative imagination, as well as practice and develop mastery in the key processes of art: drawing, painting, printing, collage and

sculpture. Children's knowledge and skills are built upon over a sequence of lessons which lead to a final piece.

Wherever appropriate, Art and DT projects are linked to other areas of the curriculum. This helps children to make connections between subjects and provides breadth and depth in their learning. Our Curriculum Overview highlights opportunities for using Art and DT to support teaching and learning in other subjects.

As part of our Art and Design provision, we invite outside organisations to run workshops; children have opportunities to visit galleries and museums and we collaborate with local artists and community projects to create links with the art and culture in our local area.

We aim to instil a sense of purpose in our children when creating art and design by celebrating their work in school, through displays, assemblies and in the local community. Recent projects have included The Bunhill Burial Ground Project with artist Georgie Fay and in the White Cross Street Project.

Take One Picture Project
All children in Key Stage 1 and 2 take part in the National Gallery Take One Picture Project in the Spring Term. All classes visit the National Gallery and take part in a workshop about the chosen painting. The children then discuss the painting and explore possible themes and lines of enquiry they would like to explore. The teacher plans activities based on these interests which may cover several curriculum areas as well as art. Each class produces a final art piece or pieces which are displayed.

Resources
We have a wide range of resources available to support the teaching of Art and D.T. which are stored in our dedicated art space situated in the eco classroom in the KS1 playground.

Staff Development and Expertise

The development of teachers' skills and expertise is supported by the Art & D.T. co-ordinator and professional artists visiting the school. The Art and D.T. co-ordinator attends additional CPD which she shares with colleagues.

Equality of Opportunities

Culture – We are committed to enhancing the children's understanding of themselves and others through the promotion of culture through the Visual Arts. We choose art and artists from a diverse range of backgrounds to study and celebrate the wide variety of cultural backgrounds of our children by giving them every opportunity to speak about themselves, share their opinions, and their visual heritage.

Gender – We ensure that all children no matter what their gender, will be encouraged to take part in all Art and D.T. experiences. We ensure that the achievements of women and men artists and designers are equally represented in our curriculum.

Special Educational Needs and Disability – We ensure that all children no matter what their ability will have the opportunity to access the Art and D.T. curriculum and will make every effort to provide the appropriate provision necessary.

More Able and Talented – teachers identify our more able and talented children in Art and D.T. and supported by the art coordinator to take advantage of any opportunities that arise to build on and develop their skills both in and outside school.

No child will be prevented from taking part in any Art and D.T. activities because of his/her gender, culture, social background, ability or disability.

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CURRICULUM OUTCOMES

Our high-quality Art and Design curriculum equips pupils with the confidence to use a range of techniques and mediums to create their own artwork. It also celebrates individual expression and the understanding of art as a form of communication. Our children are proud of what they create which is evident in the quality of work in their sketch books and on display throughout the school.

We record the impact of our curriculum using

- Images and videos of the children's practical learning.
- Asking the children how they feel about Art and Design (pupil voice).
- Verbal feedback during the course of lessons
- Regular book looks which provide opportunities to discuss and develop activities.

Assessment

Currently, we do not use formal summative assessments in Art and DT. Instead, during lessons, children receive teacher feedback - and in addition, peer assessment in the form of two stars and a wish. Children write self-evaluations about their work for D&T projects. At the end of every Art and D&T unit, children complete a self-assessment - commenting on 'what they have learnt' and 'what they need to practice more'.

Teachers gain a good understanding of children's progress and achievement through on-going observations of children's learning and formative assessment methods. These include discussions with children; questioning, revisiting and assessing prior learning; reviewing children's learning in lessons; observation of skills during lessons; work in sketch books and evaluation of finished artwork and products, in line with National Curriculum expectations.