

**Holy Trinity C of E Primary School**  
**Art and Design Vision, Guidelines and Policy**



**The vision of art and design is one that values:**

- opportunities to enable children to record from first-hand experience and from imagination,
- pupils selecting their own ideas to use in their work;
- being creative and imaginative through a range of complex activities;
- development of children's ability to control materials, tools and techniques;
- critical awareness of the roles and purposes of art and design in different times and cultures;
- developing increasing confidence in the use of visual and tactile elements and materials;
- enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

**To work towards this vision and ensure a consistent approach to high provision of art and design throughout the school we aim:**

- To use Art and design to stimulate creativity and imagination;
- To provide visual, tactile and sensory experiences to understand and respond to the world;
- To enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes;
- To enable children to become involved in shaping their environments through art and design activities;
- To learn to make informed judgements and aesthetic and practical decisions;
- To explore ideas and meanings through the work of artists and designers;
- To learn about the roles and functions of art and explore the impact it has had on contemporary life and that of different times and cultures;
- To appreciate and enjoy visual arts to enrich our lives.

**Role of the Subject Leader**

To ensure that all members of the school community understand the vision of Art and Design at Holy Trinity and to lead, challenge and support all in achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and easily accessible;
- Maintaining clarity of expectations in relation to planning, assessment, teaching and learning;
- Developing standards in teaching and learning;
- Identifying and addressing strengths and areas for development;
- Informing, supporting and providing development opportunities.

**Achieving the Vision**

**Teaching and Learning**

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

We recognise that creativity is an important part of the development of the whole child and as a result include Art and Design in enrichment activities and in whole school creative days. This provides all children with an opportunity to explore areas of art and design which are not covered until later on in their education.

### **Planning**

Art and design is a foundation subject in the new National Curriculum 2014. At Holy trinity C of E Primary School we devise our own objectives based on the requirements of the new curriculum. Art and Design is taught through the school's challenge curriculum. Staff follow a rolling two year programme of coverage including digital media, painting, printing, textiles, 3D and collage. Sketchbooks provide the basis for assessment from Y1 to Y6 and are used to track pupils' progress towards key drawing skills.

We carry out curriculum planning in art and design in three phases: long-term, medium-term and short-term. Medium-term plans define what we will teach and ensure an appropriate balance and distribution of work across each term in relation to year group Challenge Curriculum questions.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

### **Early Years**

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's 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 experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

### **KS1/KS2**

The school's challenge curriculum provides the context for learning in art and design and is taught through other subjects. In Literacy, Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer 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. In Mathematics, Art and design contributes by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. ICT supports Art and Design teaching when appropriate. 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 and video cameras to record their observations. Children use the internet to find out more about famous artists and designers. Art and design contributes to the teaching of some elements of personal, social and health education and citizenship and contributes to pupils spiritual, moral, social and cultural development. 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 whilst undertaking their work. 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.

### **Assessment**

Staff assess children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. Progress is tracked against year group objectives. Specific drawing skills are tracked through the year in pupils' sketch books. Progress in relation to drawing skills will be judged by outcomes of pre and post learning challenges. At the end of the academic year, pupils will be judged to be working towards, working at age related expectation or exceeding. A comment is made against national expectations and is reported to parents annually. This information provides the basis for the next year of teaching for the pupil's next teacher. The art and design subject leader keeps evidence in a standards portfolio. This demonstrates the expected level of achievement in art and design in each year of the school.

### **Resources**

The school uses a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but more specialised equipment is kept in a central store. Staff share the responsibility of ensuring that resources well-kept and replenished. Individual class teachers are responsible for requesting specific resources for individual topics before the start of each term.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader and the SLT. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader provides the Governors with summary reports to communicate developments, impact and next steps.

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