



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



Art and Design Policy

Updated January 2022

'I can do all things through Christ who strengthens me.'

Phillipians 4:13

Our Christian Vision

'I can do all things through Christ who strengthens me.' **Philippians 4:13**

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

at St Wilfrid's we can

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.

Kind
Trust
Love
Peace
Hope
Courage
Fair
Forgive
Joy

Intent

Our Art and Design curriculum aims to engage, inspire and challenge pupils through a knowledge-based curriculum. Our focus is to equip all children with the necessary skills and knowledge to experiment, invent and create their own works of art, craft and design. The Art curriculum gives the children an insight into the working method of known artists and the influences of different cultures throughout the world, past and present. Across the school, we aim to provide broad opportunities for children to become proficient in drawing, painting, textiles, 3D, printing and collage.

Our Christian Values and Distinctiveness, alongside our School Mission Statement of 'Achieve, Believe and Care', are at the heart of our curriculum and all that we do at St. Wilfrid's.

Implementation

In Art and Design, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum.

Our curriculum is well-planned and makes links with other subject areas, to enhance children's learning. Through our programme of study, children develop their talents across the six key areas (drawing, painting, textiles, 3D, printing and collage) which provides a rounded curriculum with extensive opportunities to develop knowledge and skills in Art and Design.

Within each Art and Design unit, children build on their prior learning to extend their knowledge, skills and techniques. A series of inspiring lessons are planned around an artist, craft maker or designer, which provides a stimulus to support the development of their own work. Children are also given the opportunity to develop the language of art and explore working within sketchbooks. Post learning evaluations are planned to demonstrate progress, knowledge and understanding whilst also giving children a voice. Teachers assess learning in Art and Design against knowledge and skills-based learning objectives within Unit Overviews.

Our curriculum is delivered through highly effective 'quality first teaching'. Enrichment opportunities, including outdoor learning, inspirational visitors, educational visits and events, provide our children with varied experiences and enhance teaching, learning and knowledge.

Our Art and Design curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in Art and Design lessons in order to prepare the children for life in Modern Britain.

Impact

Our Art and Design curriculum ensures that children are able to build on their knowledge, skills and techniques across their school life and are proud to celebrate their work within school and in the wider community. Through the breadth and depth that our curriculum offers, our children are well-equipped in Art and Design for the next stage in their education. Our curriculum enables children to become creative and lifelong learners.

Rationale

We believe that it is the entitlement of every child to receive a broad and balanced education, of which the arts are an important and fundamental part. We define the arts as including visual arts, crafts and design, music; instrumental and vocal, drama; poetry and creative writing and dance to enhance the development of language, creativity and thinking skills. Across the curriculum, the arts can be an important means of understanding and communicating their own ideas and beliefs and understanding the ideas and beliefs of others. Within this community, all children are valued for their individual contributions.

Creative teaching will allow children to learn about the arts and through the arts, where they are encouraged to make connections between different aspects of their learning. Participation in and preparation for the presentation, performance and exhibition of work is central to this approach to learning. Using the arts as a medium for teaching and learning can increase motivation, creativity and enjoyment and provides children with some of their most memorable experiences in school.

Art and Design at St. Wilfrid's will enable children to:

- record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of complex activities;
- improve their ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- develop increasing confidence in the use of visual and tactile elements and materials;
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Art and Design Subject Leadership

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for Art and Design, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how Art and Design progresses over time and how it connects with the school's curriculum as a whole. Art and Design Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders at St. Wilfrid's Church of England Primary Academy, work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the Art and Design curriculum forward, and further developing the subject. Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of Art and Design takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

Art and Design Subject Leaders will:

- raise the profile of Art and Design at St. Wilfrid's Primary Academy
- lead and manage the Art and Design effectively and have an 'expert' knowledge of the Art and Design curriculum overview, including all unit/topics across the whole school
- confidently articulate the Art and Design curriculum design and have a clear and ambitious vision for Art and Design (Intent, Implementation and Impact)
- monitor, evaluate and enhance the quality of teaching, learning and assessment in Art and Design
- ensure that there is clear progression in knowledge, skills and vocabulary in Art and Design, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- identify the subject's needs in the context of whole school priorities and produce an Art and Design School Development Plan annually, reviewing this termly
- audit Art and Design resources and identify resource needs and costings in Art and Design School Development Plans, managing allocated budgets effectively
- provide strategic direction and development of Art and Design across the school.
- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the Art and Design link Governor, sharing and celebrating Art and Design
- review and update the Art and Design Policy, as necessary

Art and Design Curriculum

Art and Design is taught within a themed based curriculum. Specific skills and knowledge are taught within each topic area each term. Art and Design is a foundation subject in the National Curriculum. At St Wilfrid's we teach skills using a themed based approach which ensures progression whilst enabling creative cross-curricular links. We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each year group and our medium-term lesson objectives are devised by the Art Leaders along side staff to ensure coverage and progression. Our short-term plans, give details of skills taught each lesson in relation to cross curricular planning. 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 and Foundation stage

We ensure an emphasis on creative work in the nursery and reception class as this is part of the Foundation Stage 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.

Key stage 1

Through cross curricular themes pupils are 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
- 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
- to begin to use sketchbooks to record their observations

Key stage 2

Pupils are 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, where possible, are taught through cross curricular topics:

- 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

Delivery of Art and Design within our Curriculum

Our Christian 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 computing skills.

Art and Design across the Curriculum

Art is taught as a discreet lesson but makes strong links with a range of other subjects for example, Year 5's Art units link to their study of Space (Science) and Rivers (Geography). Art activities and exploration also appear within other lessons to support the learning of other subjects for example, studying religious artwork in RE to explore the Christmas Story.

Inclusion

At St. Wilfrid's Church of England Primary Academy, we teach Art and Design to all children, whatever their ability and individual needs. Art and Design forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our Art and Design teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson. We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

Equal Opportunities and Diversity

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on CPOMS and draw them to the attention of the Executive Headteacher.

We plan Art and Design lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of Art and Design, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

Resources

Funding for Art and Design will be within the school budget plan for each financial year. There is a central Art budget to cover the purchase of equipment such as tools, paints, mixed media, consumable materials, books and other resource materials. The Subject Leader will be responsible for ordering equipment and materials related to each theme. Art subject leaders carry out annual resource audits to identify additional resource needs in relation to their project. Equipment and materials have been organised in the central store. This will be maintained by the co-ordinator supported by non-teaching assistants as required.

Assessment and Recording

Assessment takes place in line with the agreed schools assessment policy. Assessment is regarded as an integral part of learning and teaching and is a continuous process. Teachers evaluate the work in art against clear expectations. Different strategies are used for assessment procedures; observation, discussion, product. Reporting to parents takes place at two parent's evenings during the year and in the form of a written report.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- Art and Design Subject Leaders
- Art and Design Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. Art and Design Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for Art and Design, to allow for progression and development of the subject.

Art and Design Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

Art and Design subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in Art and Design and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of Art and Design (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in Art and Design
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of Art and Design across the school

Staff Support and Training

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school.

The Art and Design subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Subject Leaders: Mrs. S. Melling, Miss. F. Davies, Mrs. L. Mcandrews and Mrs. E. Cunningham

Headteacher: Mr. S. Colothan

Date: January 2022