



Saint Thomas More Catholic Primary School

Art and Design Policy

Consulted with staff	
Agreed by governor committee	Not applicable
Ratified by full governing body	Sep 2022
Date for review	Sep 2025
Signature of Chair of Governors	
Signature of Headteacher	

St Thomas More Catholic Primary School

Art and Design Policy



Introduction

Jesus Christ said ***'Let the children come to me, do not hinder them'*** (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

At St Thomas More we value Art and Design because it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It also provides pupils with a unique way of perceiving themselves and the world.

Intent

- 1.1 Develop pupils' aesthetic sensibilities and enable them to make informed judgements about art through a range of two- and three-dimensional art, craft and design activities which encourage confidence and progression in both understanding and skill.
- 1.2 Increase the children's knowledge of practical skills and help them to develop an understanding of different approaches.
- 1.3 Provide children with opportunities to investigate, make, review and evaluate their own creations. Foster in children an awareness of the health and safety requirements so that whatever materials, tools or techniques they use, they do so safely.
- 1.4 Develop pupils' capacity for imaginative and original thought and experimentation by allowing time and space for experimenting with materials and ideas in a creative environment.
- 1.5 Develop pupils' capacity to learn about and to observe the world in which they live, encouraging skills of observation and recording from a variety of natural and man-made sources.
- 1.6 Develop pupils' design capability by creating opportunities to address design issues from concept to realisation through appropriate challenges.
- 1.7 Enable pupils to become visually literate so that they can use and understand Art as a form of visual and tactile communication and have confidence in reading and evaluating visual images and artefacts.

- 1.8 Enable pupils to develop an understanding of Art through the systematic introduction of visual elements by clearly targeted and appropriately resourced tasks.
- 1.9 Develop pupils' ability to understand and value the contribution made by artists, craft workers and designers, and to respond thoughtfully to ideas, images and objects from a wide range of times and cultures, and in the broad context of contemporary society, relating them to practical activities where possible.
- 1.10 Develop pupils' ability to articulate and to communicate ideas, opinions and feelings about their own work and that of others, through discussion and review and where appropriate, through evaluation and assessment.
- 1.11 Encourage links to cultural capital by providing pupils with opportunities e.g. Trip to gallery, visit from a local artist, collaborations with other MAC schools

Structure

- 2.1 In line with the National Curriculum and the St Thomas More curriculum overview, Art has been designed such that each discipline is covered in alternate year groups and progression of skills is demonstrated. Class teachers have been given 2 disciplines for the year and where suitable, this links to the Theme being taught. See **Art Skills Progression Map**.
- 2.3 It is not an expectation that Art is taught every week and Art can be taught in blocks alongside other subjects on a rotation basis.
- 2.3 Art is to be taught using the 4-step process
- 2.4 Class teachers are given a 4-step process for their Art Unit. Each LI can be found on the **Art Objective Planning** Document. Teachers must determine how long each stage might take. For example, Artist, Appreciate and Evaluate may take one lesson, Produce may take 2 or even 3.
- 2.5 Where an Artist is not appropriate, the unit has been assigned another area to research that links with what the Produce outcome will be. For example, Year 4: Bayeux Tapestry. There is no artist to research so children will research the Bayeux Tapestry itself.
- 2.6 4- Step Process Explained:

Artist

- Artists work is printed and stuck in sketchbook
- Information about the artist as a person is given to children
- Information about the artist and their work (spider grams, bullet points, comprehension, ipad lesson)
- Children are expected to display the information they have found out in their sketchbook

Appreciate

- Choose a piece/s of the artist's work to study in detail: this is determined in the Art Overview and work is completed in sketchbooks
- Spidergram around the image
- Research the piece
- Evaluate/have your own opinion on the piece
- Trial out copying the piece in multiple mediums

Produce

- *Practical lesson to produce piece of work in the style of the artist/area of research.*

- Plan can be made/initial ideas recorded
- Produce artwork

Evaluate

- Children must have an opportunity to respond to the success and failure of their work. They must also develop the ability to complement each other's work and receive constructive criticism.
- Evaluation sheet stuck in
- Verbal class discussion

2.7 It is an expectation that:

- These 4 steps are clearly evident in children's sketchbook and are shown with the correct colour sticker with date and LI.
- The LI is to be taken from the Art Progression Skills Map.
- Stickers can be made to identify the work or snipped onto the worksheet if the worksheet is to be stuck in.
- The member of staff who taught the lesson has their name evidenced

Wednesday 22nd June 2022

Artist

LI: I can research an artist:

Gustav Klimt

Mrs Barnett

Wednesday 21st June 2022

Appreciate

LI: I can compare and evaluate the work of Gustav Klimt, specifically, 'The Kiss' and compare it to other works by the artist.

Mrs Barnett

Thursday 30th June 2022

Produce

LI: I can add collage to a painted, printed or drawn background and use a range of media to create the collage.

Mrs Barnett

Wednesday 30th June 2022

Evaluate

LI: Critique others' work respectfully and be tolerant of other people's opinions

Mrs Barnett

- 2.8 During the *Produce* element, children should either be completing work in their sketchbooks or, if a piece is made, then a photograph needs to be taken and stuck into the sketchbook. Preferably with the child holding their work to identify it is theirs.
- 2.9 Marking is to be verbal as much as possible and children should have an opportunity to respond to verbal feedback immediately.
- 2.10 On conclusion of the lesson, a sticker comment is acceptable. Where appropriate, this is to be differentiated. The sticker is to have a navy-blue outline to distinguish from the colours of the 4-step process. The member of staff's name who taught the lesson should be evident.

Today you have thought carefully about Jackson Pollocks' work.

You are beginning to develop skills in evaluation and opinion.

-Miss Edwards

Today you have thought carefully about Jackson Pollocks' work.

You are developing skills in evaluation and opinion.

-Miss Edwards

Today you have thought carefully about Jackson Pollocks' work.

You have displayed brilliant skills in evaluation and opinion.

-Miss Edwards

- 2.11 In line with our school's marking policy. The LI should be marked with either green or orange highlighter to indicate whether a child has met the LI or not. Spellings specific to Art should be indicated in orange highlighter, with an opportunity for children to edit and correct their writing in pink pen.
- 2.12 The four elements of each unit will be planned and taught using the Teaching and Learning Model detailed in the Teaching and Learning Policy.

Pedagogy

- 3.1 Children will have the opportunity to learn and try drawing, painting, printing, collage, sculpture and work with textiles, as well as working individually, in groups, or as a class. The children will explore pattern, texture, colour, line, tone, shape, form and space.
- 3.2 By looking at the work of others (famous or otherwise, past, present, local or from afar) and by observing their surroundings, the children are encouraged to gather ideas which they can then adapt to serve their own purposes.
- 3.3 In their lessons, pupils will be encouraged to work in the same way artists, craftspeople and designers work, using similar processes, materials, practices and influences.
- 3.4 Practical investigating and making activities link with developing knowledge and understanding of art through the appropriate use of resources, such as reproductions, artefacts, books, videos, software, samples of work, visits, visiting artists in school. St Thomas More has built up a number of links with local art projects and, where possible, children have worked alongside artists to see how they work. The skills learnt from the artists can then be used to develop new skills of their own.
- 3.5 All pupils are encouraged to produce work of quality, reflecting the time spent and their commitment to their projects.
- 3.6 We undertake to display pupils' work as a celebration and reflection of their newly acquired and developed skills. All stages, including first attempts, are seen as worthy of display so that with appropriate captions, children and adults can see the processes, struggle and achievement involved.
- 3.7 Art CPD is offered as and when staff need it by the Art Lead. If a whole school project is occurring, expectations and examples will be shared in a staff meeting.

Expectations

- 4.1 Art Sketchbooks are to be passed onto the next year group as a child moves up the school. The name of their new class and teacher is to be displayed with a sticker on the front cover of their book
- 4.2 At the start of a new academic year, a cover page is to be stuck into the sketchbook detailing the outcomes of the year group, the topics to be covered and the artists to be studied
- 4.3 At the start of the year, each class is to have a hard copy of the Art Progression Skills Map and the Art Objective Planning. This details expectations for each year group in each Art skills area. This is acceptable as a medium-term planning document, with more detailed planning in the form of the Teaching and Learning Model and will be called upon during book scrutiny.
- 4.4 It is evident that the 4-step process and marking of Art is adhered to as outlined in the Structure element of this document

Differentiation and Adaption - Meeting the needs of all learners (SEND and More Able)

- 5.1 All teaching and non-teaching staff at St Thomas More Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress.
- 5.2 It is our aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons.
- 5.3 Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. From the less able to those displaying greater depth. This can include: adapted information sheets, cloze activities, peer support and thinking questions as well as giving abler pupils the opportunity to give reasons and explanations for their choices.
- 5.4 We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.
- 5.5 There are a number of different forms of differentiation:
 - By outcome – where a task is given and the children respond at different levels
 - Different tasks around the same topic matched to the needs of the children
 - Variety of input for the same task
 - Variety of questioning
 - Completing an edited task

Other considerations

- 6.1 Continuity is achieved through careful planning of Art activities to ensure that each visual element, practice and process is experienced at least once in each year, building on what has gone before. Certain activities, such as observational drawing, colour mixing and matching skills, using sketchbooks, and looking at and talking about art, are core activities and are returned to more regularly in a variety of contexts.
- 6.2 Progression can be seen in a range of practical outcomes where improvement in selection and control of materials and tools is evident. Progression in Art is not achieved by giving pupils more difficult tasks, but by regular engagement with the fundamental principles of the subject, building on previous work and achievement. This will lead to pupils making more informed decisions about their work with increasing independence and confidence.
- 6.3 Once a year, an Art Progression activity across the whole school is to be carried out. This is where every pupil in the school has an opportunity during a given week to create an image chosen by the Art lead in line with National Curriculum expectations. This is so that progression across the years can be seen evidently in a display.

Assessment

- 7.1 Most important is the on-going 'formative' assessment based on informal observation and dialogue,

enabling the teacher to gauge progress and understanding and decide when to intervene or plan for further development. Helping children to discuss and evaluate their own achievement and progress, and that of others, individually and in groups, is particularly valuable.

- 7.2 Sketchbooks are used for self-assessment and as a record of progress which can accompany the pupil through school. Pupils are encouraged to respond to and evaluate their finished work which is kept as a record in their sketchbooks. Using these sketchbooks, the teacher can measure present performance against past achievement.
- 7.3 Teacher assessment is used, and children are recorded as Working Towards, At Expected Standard and Greater Depth (to be registered on the Gifted and Talented List).
- 7.8 The subject leader will monitor art and design provision throughout the year using a range of strategies:
- Book trawls
 - Pupil voice interviews
 - Staff voice
 - Learning environment review

Subject Reviewed: July 2022