

St Paul's Church of England Primary School Oswaldtwistle



'Working, learning, playing and worshipping together'

Art & Design Policy

June 2025

Agreed by Governors: June 2025

Purpose of Study

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers from a range of cultures and throughout history. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

The National Curriculum requires that pupils should experience a broad range of art, craft and design in key stages 1 and 2 that enables them to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design 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

Teaching and learning style

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 begin by introducing a focused artist whose artworks and techniques we explore. The children are given opportunities to develop their skills in using a variety of media and a range of skills taking inspiration from the featured artist. A mixture of whole-class teaching and individual/group activities are used and teachers draw attention to good examples of individual performance as models for the other children. Children are encouraged to collect ideas that inspire them in their sketchbooks, evaluating their choices, the work of others, and building on these evaluations when working towards a final piece. We give children the opportunity within lessons to work on their own and collaboratively 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.

Differentiation

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.

Subject content

Key stage 1

Pupils should be 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

Key stage 2

Pupils should be 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 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Equal Opportunities

All children will be given equal access to the art and design curriculum irrespective of race, gender, creed, nationality or level of ability. Mutual respect and tolerance for all cultures will be promoted through the study of art and design.

Art planning

Art is a foundation subject within the National Curriculum. At St. Paul's, we deliver Art as part of our personalised curriculum during topic lessons. Activities are planned to build on prior learning and ensure progression across the key stages.

Assessment and recording

The progress of pupils is assessed against the learning objectives and the success criteria during each lesson. Feedback is given to the children during these lessons which allows children the opportunity to develop and progress in future tasks. Children are assessed in line with skills based objectives within the personalised curriculum overview for each unit. These skills are built

upon in each successive year ensuring progress across the key stages. At the end of each half term, progress is monitored by the subject lead.

Role of the Subject Lead

The subject lead works with the whole staff to develop a cohesive art and design experience throughout the school. The subject lead will also:

- Support colleagues in their development and understanding of detailed work plans and implementation of schemes of work and in assessment and record keeping
- Take responsibility for the purchase and organisation of resources for Art
- Keep up to date with developments in Art
- Monitor delivery throughout the school.

Special Needs

Any children who are identified as having "special needs" are given the help they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products they should be encouraged to participate in such activities with help from others. A range of approaches will be used and incorporated into our Art activities. This will allow all children to develop their potential according to age and ability.

Resources

The school has a range of resources and each class teacher is responsible for these. We have a range of teacher and children's reference books. All resources are kept on the mezzanine above the staff room and all staff have a responsibility to ensure it is maintained in good order.

Health and Safety

Safe practice must be promoted at all times. Teachers must also take into account the school's Health and Safety policy. Particular attention must be given to the use of craft and construction tools and children must be supervised at all times. Safety issues will have been identified in medium-term planning and risk assessments must be completed, when activities are identified that are unusual and beyond the scope of normal safety practice.

Review Date: June 2027