



# Dream, Believe, Achieve

*"All things are possible." Mark 9:23*

## Art and Design Policy

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### 1. Aims of our Art Curriculum

At St Peter's we believe that Art and Design education should be for everyone. Art enables our pupils to express themselves and think creatively while exploring the world around them. Our provision is designed to enable each child to become an independent artist and practise the progression of skills and application of knowledge relating to the concepts of drawing, painting and sculpture. The broad Art curriculum has been carefully planned to compliment topics taught in other areas of the National Curriculum, as well as taking into account interests, skills and expertise of both pupils and staff. St Peter's art curriculum is structured around the history of art and the techniques of a variety of culturally diverse artists, analysis of colour and the principles of art relating to composition.

### 2. The aims of Art in the Curriculum

In the Early Years Foundation Stage curriculum children will be provided an art curriculum in which they can develop the skills of:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

In Key Stages 1 and 2, children will be provided with an art curriculum which enables all children 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.

### **3. Subject Content in the Early Years Foundation Stage**

We relate the children's creative development to the objectives set out in the Early Years Foundation Stage Profile, assessing and tracking progress through development bands and Early Learning Goals, which underpin the curriculum planning for our pupils. Pupils' 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 are engaged in a wide range of activities, and their responses involve the various senses. The pupils are given opportunities to work independently and collaboratively as part of child initiated and adult focused learning.

### **4. Subject Content in Key Stage 1**

Pupils in Key Stage 1 will continue to develop their artistic knowledge and application relating to the specialisms of drawing, painting and sculpting by being taught to:

- 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.

In Key Stage 1 children are introduced to the basics of colour theory. They use the correct vocabulary and know that red, blue and yellow are the primary colours. They know that these cannot be mixed or formed by any combination of other colours. They know that all other colours are derived from these three hues. They mix two primary colours to form the secondary colours (orange, green and purple) and know that adding white to a base colour forms tints and black to a base colour forms shades. When looking at works of art children begin to talk about how the colours make them feel.

### **5. Subject Content in Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to their prior exploration of artists and skills application. Pupils will be taught to further develop their artistic techniques including their control of a wide range of materials, experimentation and their awareness of different types of art and design.

In Key Stage 2, children will be taught:

- To use sketch books to record their observations, to experiment with different techniques, 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.

In Key Stage 2 children build on their knowledge and related vocabulary. Children explore warm and cool colours, complementary colours, and analogous, triadic and monochromatic schemes in pieces of art. They are able to use this language when discussing works of art and the effects these have on the audience. They will be able to verbalise their choices and desired effects when talking about their own creative choices.

## **6. Teaching and Learning**

At St Peter's we aim to provide a knowledge rich and inspiring art curriculum which enables all children to apply practical skills which coincide with their knowledge of art history. Our art curriculum aims for children to become confident, creative and articulate artists. We focus on three main areas of study concentrating on the specialisms of drawing, painting and sculpture.

Art history is taught to develop the key skills of visual analysis, research. Children are taught key pieces of information about a range of culturally diverse artists including key dates and facts about an artist of focus for the scheme of work. Children will explore a wide range of artists including art movements and lesser known artists.

Composition will be explored and explicitly modelled in order to 'walk' children through the choices of the focus artist and how it compares to the artistic choices of similar pieces of artwork. Children will be taught to use the elements and principles of art and design intentionally to create focal point, create mood, and give directional cues that will help the viewer navigate their work to create more sophisticated pieces of artwork.

In each of the main areas of study: drawing, painting and sculpture, children will be taught aspects of colour theory. The children know that colour theory is used to describe the collection of rules regarding the use of colour in art and design.

Per each long term (Autumn, Spring and Summer) a whole school art challenge will be used to allow children to creatively apply the skills they have been taught and to explore additional artistic techniques such as collage, printing and digital art.

## **7. Assessment**

Pupils will be assessed at the end of each unit of art, using the agreed knowledge and techniques outcomes for the unit studied. In making judgements about the child's work, teachers will judge which description best fits the pupil's performance.

## **8. Monitoring and Reviewing**

The planning and coordination of the teaching of Art is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;

- Reviews evidence of the children’s art work and the progression of skill and knowledge application.
- The quality of teaching and learning in art is monitored and evaluated by the subject leader and is overseen by the senior leadership team.

**9. Inclusion**

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Art and Design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

**10. Equal opportunities**

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of a range of artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

Date	Reason re-issued	Version
March 2025	Updated	March 2025

**11. Policy Agreed:**

At the meeting of the Quality of Education Committee on 24 April 2025

Next Review: April 2028

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>