

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

Review Date: September 2024

Next Review Date: September 2026

Subject Coordinator: Mrs Brackstone

Link Academy Councillor: Mr Johnson

Our Vision:

Excellent education in a Christian environment

Our Mission:

Holy Trinity School is a church and village school in the truest tradition. We have a school ethos based on 'Love thy neighbour as yourself' - Matthew 22 Vs. 3-9, of which we are all extremely proud and which has served the Church families and the village community for a huge part of the community's history.

Our aims are to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence, whilst providing spiritual, moral, social and cultural guidance with the aim to prepare them to take on the responsibilities of later life; including those related to fundamental British Values, in an atmosphere of a caring Christian setting, where there is equality of opportunity for all children.

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.
- To ensure that Art and Design is an inclusive subject for all.

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.

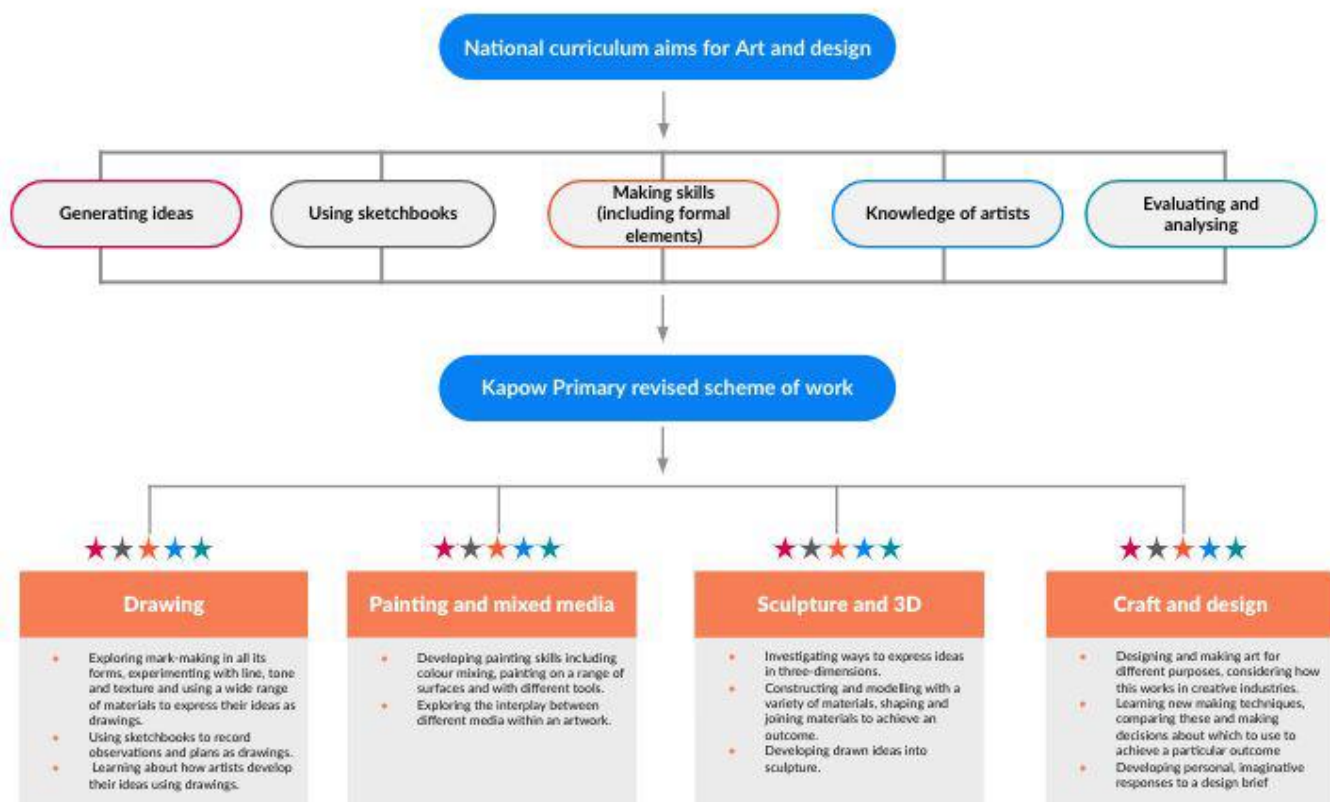
We aim for Art and Design to be inclusive for all. SEND children are given the same opportunities and due to the nature of the subject, differentiation is by outcome. SEND children will access the same curriculum alongside their peers and adjustments will be made according to the child's need when necessary.

Planning

In September 2022, we began using the Kapow Primary revised Art and Design scheme. Kapow supports teachers to develop their own artistic abilities and confidence with their delivery of the sessions. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD in order to support staff to deliver lessons of a high standard that ensure pupil progression.

Their scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through History. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupil's learning are available when required. Pupil videos have been created by subject specialists to allow pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. All members of teaching staff have their own sketchbooks which they complete alongside the children throughout the lesson.

This scheme offers holistic and sequenced teaching of the National Curriculum (2014) and every unit works towards all of the end of Key Stage attainment targets.



This scheme has units divided into four core areas, repeated in each year group. This provides teachers with greater clarity over knowledge and skills progression within the four areas. Teachers can feel confident that children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.

The units are designed so that children experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. Units guide pupils in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices.

The scheme encourages autonomy, with a greater emphasis on children developing their creativity through experimentation and individual responses. Units provide flexible options, enabling links to other topics and resulting in more creative outcomes. Teachers will use their knowledge of their own classes needs and adapt the plans accordingly.

There is an emphasis on developing children's use of sketchbooks throughout the revised scheme to apply skills and knowledge. Lessons provide opportunities to engage with sketchbooks throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome. All children from Year 1 to Year 6 have their own sketchbook and work may also be recorded on our Online Platform Seesaw (particularly the photography and editing units).

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. The Kapow EYFS units have been divided up between Reception and Nursery based on their themes of learning and the needs of the current cohort.

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 each of the five lessons within each of their four units. Progress is tracked against year group objectives on an excel spreadsheet which contains a page for each year group. Each year group page contains the four units and the five lesson outcomes. Staff record at the end of each session; the number of children who have achieved the objective and the initials of the children who haven't met each particular objective. 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.