



*A school where every child can* 

# Kirk Langley CE Primary School

## ART AND DESIGN POLICY

Version History	
Date	Detail
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Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

#### **Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

# Art and Design Policy

## Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their progression and development.

## Introduction

At Kirk Langley CE (VC) Primary School we are committed to providing all children with learning opportunities to engage in Art and Design. This policy reflects our School's values and philosophy in relation to the teaching and learning of Art and Design. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

## Whole School Vision – *'A school where every child can shine.'*

- At Kirk Langley CE (VC) Primary School we aim to inspire and engage children's interest in Art and Design activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in creative wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Christian values through Art and Design whilst positively encouraging children to share, respect, support, trust and work together.

## Curriculum Aims:

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world.

Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think.

Through art and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, crafts people and designers. They learn the part that art, craft and design plays in their own and others' lives in contemporary life and in different times and cultures.

## Expectations in Key Stage 1

The majority of pupils will be able to:

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Learn 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.

## **Expectations in Key Stage 2**

The majority of pupils will be able 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.

Create sketchbooks to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay etc.

Learn about great artists, architects and designers in history.

## **Aims**

Through taught Programmes of Study, Kirk Langley CE (VC) Primary aims to:

- develop knowledge, understanding and enjoyment of art and design;
- develop the pupils' ability to observe, learn and record from the world about them;
- use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skills;
- develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- recognise the contribution that art makes to learning in other subjects and aspects such as literacy, numeracy and the spiritual and moral dimensions;
- develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present;
- develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
- develop the ability to recognise different kinds of art, craft and design and why and how they are different; develop aesthetic sensibilities so that they can respond sensitively and thoughtfully;
- develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.

## **Teaching and Learning**

All pupils will experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (e.g. collage, print making, digital media, textiles, sculpture).

First-hand observation, experience (memory) and imagination will be the vehicle for all their work.

Pupils will be encouraged to evaluate and talk about their own work during and after they have made it.

Pupils will develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers.

Pupils in Key Stage 1 and 2 will use a sketchbook in class for research and independent work.

Art and design will be taught in a cross-curricular manner where appropriate and will include the use of Computing.

The pupils' skills, knowledge and understanding in Computing will be developed through the use of a digital camera and art programs.

Pupils may work in collaboration when making large-scale work.

## **Key Skills**

Key Skills are developed by staff as children move through our schools. This is attached to this policy. It shows progression from EYFS to Y6. Knowledge and skills are matched against age-related National expectations at Key

Stage 1, Lower Key Stage 2 and Upper Key Stage 2. This two year focus enables consolidation and securing outcomes rather than linear steps that often are not retained by pupils. The idea of Mastery is one that all children can attain expected age-related objectives with a range of learning styles and swift intervention if needed.

### **Assessment and Recording**

Assessment will be based on a combination of teacher assessment and pupil self-assessment. The National Curriculum 2014 objectives will be used in conjunction with the assessment tool – Classroom Monitor. Evidence can be captured and saved within each child's folder for evidence against the standards. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

**Developing** - towards age-related expectations

**Secure** - attainment within age-related expectations

**Depth** - age-related expectations that consistently show a high standard.

(Note: Reception pupils will be **emerging**, **expected** and **exceeding** in the academic year 2017-2018).

### **Continuity and Progression**

The teaching staff are responsible for planning learning sequences that are both purposeful and relevant to the children. Staff will use their professional knowledge and understanding to make real links between art, design and other subjects within the National Curriculum 2014. Developing an integrated curriculum will help our children to understand the contribution that Art and Design makes to the real world in which they live. It is also recognised that Art and Design provides a context for the development of important skills.

### **Inclusion and Equal Opportunities**

All pupils at Kirk Langley CE (VC) Primary School, regardless of ability, should have equal access to the Art and Design curriculum in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live. Therefore they will experience Art and Design from many different cultures. We also recognise the contribution that Art and Design make to the unique British Values that all subjects will seek to promote (see below).

### **The Contribution of Art and Design to the Development of Unique British Values.**

At Kirk Langley CE (VC) Primary School, we recognise the duty placed on all schools to promote British Values. All subjects within the National Curriculum 2014 have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process.
2. The Rule of Law: respect for the basis on which the law is made and applies in England.
3. Individual Liberty: support and respect for the liberties of all within the law.
4. Mutual Respect and Tolerance: support for equality of opportunity for all.
5. Respect and tolerance of different faiths, religious and other beliefs.

The subject of Art and Design can contribute to the development of these values in the following ways:

Focusing on the work of well-known British artists from different periods in our history, instilling a sense of pride in our country and its history.

Promoting tolerance and understanding of different cultures and styles within art.

The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others.

Visits to galleries that are integral to the communities they serve both near (within Derbyshire) and far (national). Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for others.

Exploring personal responses to the censorship of art, design and other aspects of media.

How artistic movements have promoted a sense of belonging and shared identity.

### **The Learning Environment**

Stimulating learning environments will be created with children's work being celebrated through display. The outside environment will be used as a resource for the making of art and design pieces. The Spiritual Garden lends itself as a place to exhibit natural creations.

### **Safe Practice**

The Art and Design policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Particular care will be taken with sharp cutting tools, electrical appliances and in processes where hot materials and tools are used. Pupils will be taught to recognise hazards and take appropriate action. In these instances, teaching staff will ensure that appropriate Risk Assessments have been developed and incorporated within their short and medium term planning. These will be subject to monitoring and scrutiny by a variety of agencies including in-house monitoring, Link Governor scrutiny, the L.A., OfSTED and any other appropriate body.

### **Leadership and Management:**

Due to the size of the school a Team has been created with a Lead. The Collaborative Team includes teaching and non-teaching staff as well as a Link Governor. To ensure appropriate and effective leadership and management, all of the Team will make a direct contribution. Each ½ term they will meet to evaluate development points and monitor standards against evidence. This dedicated time will use directed time in the form of Curriculum Meetings which are usually each Wednesday.

Link Governor and Staff will ensure at least one Learning Walk is undertaken in the Spring Term. This will support Focus 1 below:

1. Focus: Planning, continuity, progression and standards
2. Focus: Resourcing, cross-curricular links
3. Focus: Actions for Staff Development and Training.

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed.

### **Monitoring and Evaluation**

It is expected that significant formative assessment will take place informally during lessons through discussions and observations. Summative evidence will take place when the Staff feel it is relevant to the learning sequences. For example a final piece using tonal variation or clay model. The objectives for age-related outcomes are used within the assessment tool of Classroom Monitor.