



Our knowledge-led curriculum endeavors to develop our children's **character**, **core skills**, **creativity**, and sense of **community**, where children can **be the best that they can be**, developing ideas, expressing feelings, taking chances, sharing their opinions and, most of all, growing to be strong individuals who can thrive in an ever-changing world.

Supported by our school's vision, ethos, and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures improving outcomes, opportunities, and experiences for all our children.

We aim for our children to leave us secondary ready – independent and responsible for learning – with a solid foundation of knowledge to build upon. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance, and stamina to succeed.

Art & Design Policy

Ely St Mary's CofE Junior School

Written/reviewed by:

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1. Introduction & Aims

Our belief is that Art and Design forms an important part of the curriculum and gives children the skills, concepts, and knowledge necessary for them to communicate their thoughts, ideas, and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas, and feelings. Through experience of a variety of materials, tools and techniques, children can record creatively the world around them.

In key stage 2 the children will learn to improve their mastery of art and design knowledge and skills by learning about colour, form, pattern, texture and line through drawing, painting, printing, and sculpture techniques. They will experience using a wider range of materials, including technology, to produce images, patterns, and decorative pieces of work. They will also learn about great artists, architects, and designers in history.

1.1 Objectives

At Ely St Mary's we implement the National Curriculum for Art and Design to ensure that all pupils:

- 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.
- Improve their mastery of art and design techniques, including drawing, painting, and sculpture, with a range of materials.

2. Procedures and practice

2.1 Teaching & Planning:

At Ely St Mary's, we start each Art and Design unit with the introduction of a **new artist**. The artists chosen range across different eras and geographical locations to build cultural understanding; to inspire; and to develop children's breadth and depth of art knowledge.

Through the exposure to a variety of artists, children will also be encouraged to develop skills of critiquing art – both their own and the work of great artists, craft makers and designers in history. Such activities enable pupils to apply inference and deduction as well as their own artist's vocabulary when describing and explaining their thoughts and techniques to others.

Although art projects often involve all elements of colour, line, pattern and form, our progression of units across key stage 2 enables each year group to specialise and develop key knowledge and skills. Each year, pupils revise elements previously studied and are introduced to new skills. Our aim is that by Year 6 pupils will be able to hone and apply all of their learnt knowledge and skills to new projects whilst developing their own personal style.

2.2 Organisation:

Art is taught as a discrete subject and is delivered in a variety of ways across the school - sometimes in blocks of taught time (projects) or in short skills-based activities. Art teaching might be based in the classroom, the Café, the Art & Design Studio (Create Space) or the STEM Hub (Think Space). Being able to design and create outside of the classroom environment allows us to maximise resources and gives pupils the space to explore new ideas and techniques.

A minimum of 3% curriculum time is allocated to Art and Design Technology. Pupils will complete a minimum of 30 hours per year on these subjects, alternating Art and D&T units each half term. Pupils will therefore complete three Art units per year, visiting key technical aspects (such as drawing, painting, clay, and printing) at least once in Lower KS2 and once again in Upper KS2 to consolidate and extend knowledge and application.

Children's Art work is collated in a folder which follows the students through the key stage. The Art lead will regularly collate examples of children's artwork both for monitoring purposes and CPD.

2.3 Resources:

Art resources are kept in the allocated classrooms. To facilitate the teaching of Art and D&T based projects, we also have project-specific resources which can be found in the Art & Design Studio (Create Space), STEM Hub (Think Space) or Café.

Teachers are provided with 'artist resource packs' to help them plan well-sequenced units of work. These include background knowledge of key artists, instructions on how to teach the specific skills needed in each unit, and a portfolio of good examples to set clear expectations about outcomes. Portfolios are also kept to celebrate Art successes across the school.

2.4 Health and Safety:

When working with tools, equipment and materials, pupils are taught the appropriate health and safety procedures and understand the steps they should take to control risks.

At Ely St Mary's, the use of Art specific equipment is supported by a risk assessment carried out by the class teachers delivering the relevant projects using the LGSS template. A general Art specific risk assessment (by Kapow) is also available to guide staff in identifying and addressing subject-specific hazards. Pupils are assessed on an individual basis as to whether they are likely to cause injury to themselves or others. Risk assessments are checked by the Art and Design Lead or a member of SLT and saved centrally on Sharepoint.

2.5 Equal opportunities:

Every child has the right to access the full Art curriculum regardless of gender, race, and ability.

Learning objectives, activities and adult support will be adapted to meet the needs of all pupils including those with SEND and higher attaining children. See both our SEND policy and our Most Able Policy.

Pupil Premium funding can also be allocated to facilitate disadvantaged pupils in accessing extracurricular opportunities and in subsidising enrichment trips, visits and experiences relating to Art or, more broadly STEAM.

Support staff work under the direction of the teacher to support pupils during art lessons. Questioning and feedback promotes a depth of reflection and understanding; scaffolds and models are provided to guide pupils to practice an art technique; pupils with physical difficulties are supported to further develop fine and gross motor skills through 'Fizzy' and sensory circuit intervention.

2.6 Assessment:

Assessment is based on a combination of teacher assessment and pupil self-evaluation in Art. Feedback is offered verbally and through live marking and feedback. During a unit, teachers will document pupils' strengths and next steps to be addressed through further teacher input – see the school's Feedback Policy.

Annually, staff will use the Upper and Lower Key Stage 2 Art & Design progression grid to assess pupil attainment, recording individual attainment levels on Pupil Asset. Both unit-based feedback and annual assessments will inform teacher comments in children's end of year reports to parents.

Our highest attainers in Art are recorded as 'exceeding' on Pupil Asset. These pupils are identified by and supported to develop a selection of the following characteristics:

- Think and express themselves in creative, original ways
- Enthusiastic and interested in the visual world; have a strong desire to create in the visual form
- Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher
- Take risks without knowing what the outcome will be
- Interested in the art world, art forms and culture
- Analyse and interpret their observations and present them creatively
- Work in innovative ways
- Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways
- Confidence in using a wide range of tools and techniques skilfully
- Explore ideas, problems, and sources on their own and collaboratively, with a sense

of purpose and meaning

- Make unusual connections between their own work and others' work

2.7 Monitoring and Evaluation:

The implementation of this policy will be monitored by the subject lead for Art and Heads of Phase/Year. At present, a portfolio is being produced by the subject leader to display good examples of final outcomes and to set an expectation of quality for all staff and students.

The quality of Art will be evaluated through lesson drop ins, pupil voice and work sampling.

The linked Art school governor will support the monitoring of this subject area at least annually (e.g. via our Governor Day).

3. Contribution of Art to other subjects in the curriculum

3.2English

Art lessons promote key English skills of reading and writing both naturally and explicitly. We introduce pupils to a range of quality books and illustrations in our Art lessons. For example, we use 'I am cat' by Jackie Morris to support our Year 3 colour mixing unit and Kevin Crossley-Holland's version of 'Beowulf' to support our Year 5 ink drawing unit. Pupils are also encouraged to produce their own written evaluations at the end of each Art unit, where they will be encouraged to apply the technical and specialist vocabulary which they have been taught. Our designated CREATE Space provides pupils and teachers with an art-rich environment, supported by art-rich texts.

3.3Humanities

Art lessons and projects encourage pupils to be critical and reflective thinkers. As in History, we aim for these lessons to provide further opportunities to learn about different artists and art techniques from the past and its lasting impact and legacy in society. Across each year group, pupils are introduced to a variety of artists from different eras, genders, and cultural backgrounds, and explore how these factors influence the artist's work.

3.4PSHE

Where possible, Art activities are used to encourage pupils to recognise and value their own and other people's creativity. Art activities also help pupils to reflect on how design decisions affect or influence the environment and society. They are encouraged to recognise the need to consider the views of others when discussing design ideas and explore the contribution of products to the quality of life within different cultures.

Pupils are encouraged to manage their environment to ensure the health and safety of themselves and others, to develop their sense of responsibility in following safe procedures and understand both the importance of personal hygiene and how to work hygienically.

3.5 STEAM

Recognising the ability of the arts to expand the limits of STEM education and application, pupils will have the opportunity to achieve a Crest Award, SuperStar or Discovery Award, which will offer and

inspire further opportunities for pupils to collaborate and apply and blend STEM-based knowledge, ideas and skills with visual arts.

4. Concluding notes

4.1 Consultation

This policy and Art curriculum was written by Nuala Keady-McCallum, deputy headteacher and leader for DT education, in consultation with:

- Teaching staff & LGB representatives – Professional Development Meeting February 2020
- Governors – Governor Day monitoring visit June 2021

4.2 Monitoring and review

This policy will be monitored and reviewed by the subject leader responsible for Art.

4.3 Links to other policies

- Full Art Coverage Map and Progression of Skills can be found in the Ely St Mary's Curriculum Document here: <https://www.elystmarys.org.uk/web/overview/503308>
- SEND Policy
- Pupil Premium Strategy
- Most Able Policy
- Feedback policy