





# Chapel Street Community Primary School

## Art & Design Policy

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<b>Signed by Headteacher</b>	Ella Hughes	
<b>Signed by Chair of Governors</b>	Tim Wheeler	

Document control	
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<b>Published on website</b>	Yes
<b>Main amendments as part of this review / update</b>	<ul style="list-style-type: none"> <li>Updated with changes to whole school Curriculum.</li> </ul>
<b>Links to statutory guidance</b>	<ul style="list-style-type: none"> <li>Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five</li> <li>The National Curriculum in England – Key Stages 1 and 2</li> </ul>
<b>Links to non-statutory guidance</b>	<ul style="list-style-type: none"> <li>The Key – model policy advice</li> <li><a href="https://www.oxford-grove.bolton.sch.uk/information/curriculum/">https://www.oxford-grove.bolton.sch.uk/information/curriculum/</a> Model policy</li> </ul>
<b>Other documents / resources used in the writing of this policy</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Related policies</b>	<ul style="list-style-type: none"> <li>Teaching and Learning Policy</li> <li>Feedback and Marking Policy</li> <li>Assessment Policy</li> <li>SEND policy</li> </ul>



### Vision & Missions statement

Making a difference and achieving excellence for every child.

### School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

## Justification.

Art, craft and design embody some of the highest forms of human creativity. At Chapel Street Community Primary School we believe that a high quality art and design education should engage, inspire, support and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Intent.

At Chapel Street we aim to ensure that pupils:

1. Produce creative work — recording experiences and observations, exploring and contributing ideas, thoughts, imagination, senses and emotions
2. Explore, experiment with and enjoy a range of drawing, painting, sculpture and other art, craft and design skills and techniques, developing increasing proficiency and confidence
3. Learn to evaluate, analyse and discuss their own and others' creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers and movements, and understand the historical and cultural development of their art forms.

## Implementation.

Pupils at Chapel Street develop their art and design skills through both specific, skill-based art lessons and through applying their skills in any of the other subjects.

Learning art and design involves learning conceptual, social and practical skills. The children learn to reflect, to develop their own ideas and opinions, to articulate and critically discuss work a supportive and respectful way. They learn to work independently, to collaborate, experiment and take risks, innovate and problem solve. They learn to experience mistakes not as failure, but as an opportunity to learn something new. They learn that there are often many ways to approach and improve things and that different people have different experiences, traditions and ideas to contribute. These are all developmental skills that are necessary for all our teaching and learning, in all curriculum areas.

## Impact.

During their time at Chapel Street, children will benefit from a broad and balanced curriculum of art and design. They will experience and experiment with a wide range of materials as they explore art and design to grow and as artists. They will build a growing awareness of the art and design which runs through their own history, culture and other cultures as they are introduced to the world of artists and works of art.

## Cross Curricular Links.

The school incorporates Art into a wide range of curriculum areas. There are opportunities to develop English skills during our art lessons by using specific key vocabulary and technical terms, discussing the children's own work and that of other artists. Art is closely linked with the History topics in particular to support the repetition and embedding of key vocabulary and skills. Children will also be given opportunities to create artwork throughout the year which link into their Science, History and Geography topics where appropriate as part of class and corridor display work. They will be encouraged to use their PSHE skills when discussing their own and each other's art, offering feedback, support and encouragement to each other.

## Planning and Curriculum Content.

The school plans for art during block half terms, which enables a clear build-up of skill progression. Over the half term there will be various art skills involved throughout the year groups which include drawing, painting, printing, collage, mosaic and sculpture. Learning objectives are taken from the National Curriculum for Art and is extended using the Kapow combined scheme for Art and Design alongside DT. This includes short-term planning which includes direct

teaching points, key questioning, skills application, Computing skills application and clear differentiation. Art opportunities are also included during other topic areas where relevant such as Geography, History and Science. Each year, an Art Super Learning Day is used to celebrate art across the school, and showcase to parents the love of Art at Chapel Street. In Early Years, our curriculum is written in accordance with the 'Statutory framework for the Early Years Foundation Stage' and 'Development Matters'. The curriculum area of Art and Design is within the Expressive Arts and Design area of learning. Expressive Arts and Design in Reception is taught in group carpet sessions, with shared discovery time, exploration and independent responses to the stimuli. Across the Early Years, children have access to a variety of resources to support continued exploration, investigation and discussion during continuous provision.

## Recording & Assessment.

Assessment of the quality of children's work and rate of progress will be through teachers' careful observations of the progression and final pieces of the work produced by the children. The subject leader will also examine a range of children's work to ensure delivery, high standards and progression to support moderation and standardisation across the school. Final assessment pieces will be carried out at the end of each Art topic, which is assessed against the National Curriculum and topic objectives. Teachers make their own assessments and notes each lesson for future planning. In Key Stage One and Key Stage Two, assessment of children's attainment will be carried out by moderation of children's work between class teachers and using end points for each unit. Judgements will be made against National Curriculum Attainment Targets and recorded as to whether the children have met, or have not met their targets. For children in EYFS, they will be assessed using the Early Years checkpoints and 'Early Years Foundation Stage Profile' criteria. Assessments will be on-going throughout the year in this phase. See the Early Years policy for more information. The Subject Leader will analyse this data at the end of each data drop and work alongside the Assistant Head teachers to ensure consistency and good progress is made across school.

## Resources.

Art resources are located in a central Art stock room. These resources are regularly re-stocked through annual audits which will lead to the purchase of materials for particular year group topics. We also provide a range of computing packages for art & design on the laptops and iPads; both key stage areas have Interactive Smart boards for children to use as well as a small Computer suite within our Library. In Nursery and Reception there are craft areas in which the children can access anytime during continuous provision.

## Professional Development.

The school will ensure that teachers and subject leaders have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts. Areas for development will be identified through CPD meetings, so Subject Leader team teaching and Artist workshops can be planned accordingly to support staff with model lessons.

## SEN and Equal Opportunities.

Our school will aim to provide for children of all abilities and backgrounds with a curriculum which allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability grouping as appropriate.

## Children with English as an additional language (including INA's)

We will ensure that children who have English as an additional Language will be given extra support in class, as necessary, either from teachers or their peers to enable them to gain the knowledge, understanding and skill progression required.

## Health and Safety

DBS information will be checked and carried out by the school office before any Art workshops in school. Risk assessments will be carried out before Art trips. The Subject Leader will ensure staff are aware of any health and safety

points for materials and tools, and that teachers are aware of, and able to act on, any teaching the children need, and the use, handling and storage of tools and materials.