



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL
“Realising the potential of every child within a caring, Christian community”

Art & Design Policy



Date of Amendment: May 2020
Review Date: May 2023



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Intent

Rationale

The contribution of Art & Design to the moral, spiritual and cultural dimension of school life should not be under-estimated. It aids understanding and respect for our own personal and cultural identity and that of others, as well as a sense of awe and wonder at the individual and collective experiences of life, the beauty and fragility of the world about us [see Curriculum Intent Statement, Appendix I].

The need for creative thought and action pervades the entire curriculum. Art & Design encourages experimentation and innovation in problem solving and contributes to cross-curricular skills, themes and contexts (including literacy and numeracy). Art facilitates our basic need to record, express and interpret feelings and emotions. Well-implemented art teaching provides opportunities for children to have direct sensory experience.

The value of learning through Art & Design prepares pupils for the future by encouraging:

- self-confidence; a sense of personal identity;
- enjoyment, satisfaction and pride in achieving personal outcomes;
- a curiosity and interest in the visual and tactile world;
- a confidence in using tools, materials and processes to find practical solutions to problems;
- a willingness to use the imagination; an interest in the world of art, craft and design;
- an appreciation of great art, artists and the various cultural contexts in which the people of the world relate and communicate with each other.

Implementation and Impact

Organisation

At St. Thomas', we operate a two year rolling timetable within the Lower School (Years 3 and 4), and within the Upper School (Years 5 and 6). The equivalent of 1 hour per week is allocated to Art & Design, but this is blocked into units of 2 hours per week over a period of a half term. This can be taught as a complete half term or it can be split into blocks to allow flexibility within the topic, covering the same amount of time. The art work is usually related to the units of work from the RE, geography, history or science schemes. Organisation of resources is arranged so that Upper School and Lower School do not clash e.g. use of the kiln. Pupils are taught in mixed ability classes with appropriate differentiation through the 'challenges' structure (C1, C2 & C3) embedded across the school.

Teaching and Learning

The Key Stage Two programme of study will be planned and implemented to ensure that all children of all abilities progress towards the knowledge, skills and understanding that pupils are expected to have by the end of this key stage [Appendix II].



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A range of teaching and learning strategies will be used to develop pupils' experience, knowledge, skills and enthusiasm. Progression is built into the schemes and many units build upon skills acquired in earlier work. Lesson objectives are skills-based to ensure this progression. As Year 3&4 and 5&6 are grouped together, it is important that the level of skill should be higher in Years 4 & 6 so that progression is maintained. This, in part, is done through the 'challenges' structure. Pupils will be taught as a whole class and in small groups. In many lessons, some individual intervention may also be used where appropriate [see Scheme of Work].

The Scheme of Work is underpinned by the aims and purposes of teaching Art & Design at Key Stage 2, which also underpin the National Curriculum objectives for Art and Design. These are that Art & Design should offer opportunities for children to:

- develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.

'Pupils should be taught:

- to create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- About great artists, architects and designers in history.'

(National Curriculum for Art and Design 2014)

Each lesson should be structured to have clear objectives and steps to success, which are shared and reviewed with the pupils. Often, the lesson will include mini-plenaries, which will help assess teaching and learning, inform future planning and encourage the pupils to reflect on or share what they have learnt; staff and children alike have opportunities to evaluate the impact of Art lessons. Work is usually displayed or used as part of a project. Work may be taken home.

Special Educational Needs, Equal Opportunities and Differentiation

Art & Design offers opportunities for every pupil regardless of gender, cultural, intellectual or social differences. We are aware that every pupil has an entitlement to the Art & Design curriculum which:

- ❖ has high expectations of all individuals;
- ❖ develops positive attitudes through praise, help and encouragement to overcome difficulty;
- ❖ encourages the involvement of everybody in shaping the learning environment;
- ❖ takes account of the fact that individuals tackle different tasks at different speeds;
- ❖ ensures that within programmes of study and quality first teaching, opportunities exist for access at a number of different levels to cater for learners' individual strengths and abilities (Challenges 1, 2 & 3);
- ❖ ensures that learning support is available when required and for those with EHCP provision;
- ❖ set tasks which are relevant to the interests, needs and experiences of the learner, allowing for a variety of approaches.



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Art & Design activities will be planned on the understanding that children of similar age will vary greatly in ability and understanding. Adaptations to the teaching and learning will be made for children who have difficulty with certain tools or processes.

We recognise the need to provide a substantial range of experiences in 3D processes and more specialised activities. A curriculum which is dominated by the ability to draw and paint representationally will disadvantage the majority of children. Children who do not excel in this area must be encouraged to explore other aspects of the subject otherwise their development will be restricted.

However, the most effective teaching in the classroom for children with special educational needs is the same as for all children; that is quality first teaching which is relevant and will encourage, interest and motivate them. There are many ways in which the work could be adapted to meet the needs of the full ability range. For example:

- Varying input
- Changing content or task
- Availability of resources
- Grouping pupils
- Support from teaching assistants (where applicable), the class teacher or other adults
- Response/outcome

Disability Equality Scheme

At St Thomas of Canterbury Church of England Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all ‘reasonable adjustments’ are made to help both children and adults with identified special needs and disabilities to participate in the Art & Design curriculum.

Learning Across the Curriculum

Key Skills

As well as making its own distinctive impact to the primary curriculum, Art & Design contributes to other subject areas. Explicit links are made through the Scheme of Work to other subject areas; similarly, other Schemes of Work make links regarding how Art & Design is used. The weekly planning meetings offer staff opportunities to discuss such cross-curricular links and the ongoing implementation and impact of Art teaching.

Personal, Social and Health Education and Citizenship

The Art & Design Scheme of Work provides opportunities to promote PSHE and Citizenship in a number of ways. These include the opportunity to:

- contribute to creativity by working with others;

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- gather information and make choices by using the Internet and other forms of visual and written research;
- learn social skills and a sense of social and moral responsibility, for example through collaborative projects;
- develop understanding of British Values, such as respecting diversity and difference, through studying art from different cultures.

Assessment, Recording and Reporting

Assessment will be ongoing and will include observation, questioning and peer- and teacher-marking against learning objectives and steps to success. Lessons at the end of each unit can be set aside to assess the children’s skill progression against the key skills taught in a unit of work. Assessment will be in line with the whole school assessment policy. Evidence of coverage, standards and overall impact will be collected and retained by the Art & Design Curriculum Leader. Curriculum coverage and individual attainment will be reported to parents, colleagues and schools in the next phase. Alongside teacher assessments, children should also take an active role in evaluating their own learning and progression.

Health and Safety

The school is aware of the importance of safety in all areas of school life, especially in areas of Art & Design. Teachers follow safety rules and regulations and where necessary develop an awareness and appreciation of safety amongst children. The safety guidelines used in the school are those of the LA Health & Safety Standards and Risk Assessments. Detailed instructions for Health and Safety in Art & Design are in the document ‘Health and Safety Standards 2014’ which is kept in the Headteacher’s Office. All teachers and TAs are required to read this.

Through the leadership of the Headteacher and Senior Leadership, alongside the Governing Body, the school aims to provide outstanding health and safety practise.

Display

Display is an important means of achieving quality and taking pride in work. It is also a means of promoting communication and a sense of achievement. Displays around the school convey the message that the children and staff are celebrating, confident and competent with Art & Design. We have a range of boards that rotate between the Upper and Lower schools to promote a rich and varied view of Art & Design throughout the school.

The role of the Curriculum Subject Leader

The Curriculum Subject Leader will monitor, advice, promote confidence and model good practice amongst staff and pupils. They will also evaluate, monitor and update the Scheme of Work and its resources. The Policy and Scheme of Work are regularly reviewed with a full update in 2019/2020. They also make most of the purchasing decisions in consultation with the school’s Senior Leadership Team and in line with the key priorities of the School Development Plan (SDP).



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Resources

Classrooms have a basic supply of paint, brushes, water pots and palettes and a selection of paper. Specialised equipment and class sets are kept in a centralised store. A wide selection of prints and reference books are available to support the scheme of work.

Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority (LA) or Department of Education (DfE).

Policy reviewed: May 2020

Next policy review date: May 2023

References

National Curriculum Programme of Study for Art and Design, 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

National Society for Education of Art and Design, <http://www.nsead.org/about/index.aspx>

Chris Quigley Education, 'The Essentials Curriculum: Threshold concepts for long term memory', <https://www.chrisquigley.co.uk/product/essentials-full-spectrum-curriculum/>



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Appendix I: Curriculum Intent Statement – Art & Design

At St. Thomas of Canterbury C of E Junior School, we intend every child to be equipped to create, enjoy, experiment and reflect on art and design, through regular teaching of varied and progressive skill and knowledge-based units, built from the aims and content of the National Curriculum. We aim for pupils to master the skills, techniques and knowledge required for creating high-quality art; and embrace the value of art, as a rich opportunity to learn about other cultures and our heritage and by developing skills to engage critically and imaginatively.

By having a strong understanding and positive experience of observing and creating art at St Thomas of Canterbury C of E Junior School, pupils will enhance their resilience and Christian character values to support their learning throughout school and into adulthood.



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Appendix II: Chris Quigley Progression Plan & Curriculum Design

Threshold Concept 1: Develop ideas (I)

| Milestone 1 | Milestone 2 | Milestone 3 |
|---|---|--|
| I1 – Respond to ideas and starting points | I4 – Develop ideas from starting points throughout the curriculum | I9 – Develop and imaginatively extend ideas from starting points throughout the curriculum |
| I2 – Explore ideas and collect visual information | I5 – Collect information, sketches and resources | I10 – Collect information, sketches and resources and present ideas imaginatively in a sketch book |
| I3 – Explore different materials and methods as ideas develop | I6 – Adapt and refine ideas as they progress | I11 – Use the qualities of materials to enhance ideas |
| | I7 – Explore ideas in a variety of ways | I12 – Spot the potential in unexpected results and work progresses |
| | I8 – Comment on artworks using visual language | I13 – Comment on artworks with a fluent grasp of visual language |

Threshold Concept 2: Master techniques

Drawing (D)

| Milestone 1 | Milestone 2 | Milestone 3 |
|--|---|--|
| D1 – Draw lines of different sizes and thicknesses | D5 – Use different hardnesses of pencils to show line, tone and texture | D10 – Use various techniques to add interesting effects, eg. reflections, shadows, sun light |
| D2 – Colour neatly, following the lines | D6 – Annotate sketches to explain and elaborate ideas | D11 – Use a choice of techniques to depict movement, perspective, shadows and reflections |
| D3 – Show pattern and texture by adding dots and lines | D7 – Sketch lightly, without the need for a rubber to correct mistakes | D12 – Choose a style of drawing suitable for the work, eg. Realistic or impressionistic |
| D4 – Show different tones by using coloured pencils | D8 – Use shading to show light and shadow | D13 – Use lines to represent movement |
| | D9 – Use hatching and cross-hatching to show tone and texture | |



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Painting (P)

| Milestone 1 | Milestone 2 | Milestone 3 |
|---|--|---|
| P1 – Draw lines of different sizes and thicknesses | P5 – Use varied brush techniques & thicknesses to produce shape, texture, pattern & design | P9 – Sketch (lightly) before painting to combine line and colour |
| P2 – Mix primary colours to make secondary colours | P6 – Mix colours effectively | P10 – Create a colour palette based upon colours observed in the natural or built world |
| P3 – Add white & black to colours to make tints & tones | P7 – Use watercolour for washes for backgrounds then add detail | P11 – Use watercolour & acrylic paints for visually interesting art |
| P4 – Create colour wheels | P8 – Experiment with creating mood with colour | P12 – Use brush techniques and the qualities of paint to create texture |
| | | P13 – Develop a personal style of painting, drawing upon ideas from other artists |

Collage (C)

| Milestone 1 | Milestone 2 | Milestone 3 |
|--|---|--|
| C1 – Use a combination of materials that are cut, torn and glued | C4 – Select and arrange materials for a striking effect | C7 – Mix textures, eg. rough and smooth; plain and patterned |
| C2 – Sort and arrange materials | C5 – Ensure work is precise | C8 – Combine visual and tactile qualities |
| C3 – Mix materials to create texture | C6 – Use coiling, overlapping, tessellation, mosaic and montage | C9 – Use ceramic mosaic materials and techniques |

Sculpture (S)

| Milestone 1 | Milestone 2 | Milestone 3 |
|---|---|---|
| S1 – Use a combination of shapes | S5 – Create and combine shapes to create recognisable forms, eg. shapes made from nets or solid materials | S9 – Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations |
| S2 – Include lines and texture | S6 – Include texture that conveys feelings, expression or movement | S10 – Use tools to carve and add shape, texture and pattern |
| S3 – Use rolled up paper, straws, paper, card and clay as materials | S7 – Use clay and other malleable materials | S11 – Combine visual and tactile qualities |
| S4 – Use techniques such as rolling, cutting, moulding and carving | S8 – Add materials to provide interesting details | S12 – Use frameworks, such as wire or moulds, to provide stability and form |



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Print (Pr)

| Milestone 1 | Milestone 2 | Milestone 3 |
|--|--|---|
| Pr1 – Use repeating or overlapping shapes | Pr5 – Use layers of two or more colours | Pr9 – Build up layers of colours |
| Pr2 – Mimic print from the environment, eg. wallpapers | Pr6 – Replicate patterns observed in natural or built environments | Pr10 – Create an accurate pattern, showing fine detail |
| Pr3 – Use objects to create prints, eg. fruits, vegetables or sponges | Pr7 – Make printing blocks, eg. from coiled string glued to a block | Pr11 – Use a range of visual elements to reflect the purpose of the work |
| Pr4 – Press, roll, rub and stamp to make prints | Pr8 – Make precise repeating patterns | |

Textiles (T) *To be covered in D&T Curriculum*

| Milestone 1 | Milestone 2 | Milestone 3 |
|---|--|---|
| T1 – Use weaving to create a pattern | T5 – Shape and stitch materials | T10 – Show precision in techniques |
| T2 – Join materials using glue and/or a stitch | T6 – Use basic cross stitch and back stitch | T11 – Choose from a range of stitching techniques |
| T3 – Use plaiting | T7 – Colour fabric | T12 – Combine previously learned techniques to create pieces |
| T4 – Use dip dye techniques | T8 – Create weavings | |
| | T9 – Quilt, pad and gather fabric | |

Digital media (DM)

| Milestone 1 | Milestone 2 | Milestone 3 |
|---|---|---|
| DM1 – Use a wide range of tools to create different textures, lines, tones, colours and shapes | DM2 – Create images, videos and sound recordings and explain why they were created | DM3 – Enhance digital media by editing (including sound, video, animation, still images and installations) |

Threshold Concept 3: Take inspiration from the greats, classic and modern (G)

| Milestone 1 | Milestone 2 | Milestone 3 |
|--|--|---|
| G1 – Describe the work of notable artists, artisans and designers | G3 – Replicate some of the techniques used by notable artists, artisans and designers | G5 – Give details, including own sketches, about the style of some notable artists, artisans and designers |
| G2 – Use some of the ideas of artists studied to create pieces | G4 – Create original pieces that are influenced by studies of others | G6 – Show how the work of those studied was influential in both society and to other artists |
| | | G7 – Create original pieces that show a range of influences & styles |