



St. Lawrence Primary School

Art and Design Policy



Art and Design Policy 2023

Our Mission:

'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever-changing world'.



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As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the Art and Design curriculum at St. Lawrence School:

Article 2

All children have these rights, no matter who they are. No child should be treated unfairly on any basis.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way (unless it harms or offends other people).



Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



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As Duty Bearers, it is our responsibility to teach children their rights. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.

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Aims

We aim to teach children all of the knowledge, skills and understanding outlined in the Jersey Curriculum.

We want children to enjoy the Art and Design they experience at St. Lawrence School, to find it challenging and use it to help them understand themselves and the world around them

Objective

Our objective is that by the end of KS2 all children will have acquired to the best of their ability the knowledge, skills and understanding outlined in the Jersey Curriculum.

Why do we teach Art and Design?

Through Art and Design children's creativity and imagination is stimulated. Visual, tactile and sensory experiences help children to understand and respond to the world in a unique way. They communicate what they see, feel and think using colour, form, texture, pattern and a variety of materials. They learn to make informed value judgements and aesthetic and practical decisions.

By exploring the work of Art and Designists, craftspeople and designers from different times and cultures children are able to gain an understanding, appreciation and enjoyment of the visual Art and Designs. This gives them the opportunity to enrich their lives.



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How do we teach it?

Art and Design is taught for a total of at least 36 hours during the year.

As Art and Design is often taught more effectively in sessions of more than one hour and is therefore not necessarily taught each week. It may be taught in blocks over half a term.

A variety of teaching strategies is used in teaching Art and Design. These include demonstrations, class lessons, group work, looking at the work of Art and Designists, craftspeople and designers, visitors, You Tube and I.C.T.

Children working in groups or pairs can be an effective way of organising some activities, but it must be recognised that individual work should be given the highest priority in Art and Design.

Constructive critical evaluation is an important part of Art and Design of the Art and Design process and sufficient time should be planned into lessons to allow for this.

Planning

The Foundation years follow the Development Matters Curriculum.

From Year 1 to Year 6 Art and Design is planned around the work of inspiring Artists, movements and media so that there is a progression of skills and a balance of media. Activities are agreed between staff working in the Foundation Stage, in Key Stage 1, in Lower Key Stage 2 and in Upper Key Stage 2 in order to achieve a range and balance of work throughout the school.

Long term planning gives an overview of Art and Design throughout the school. Any changes to this should be agreed with the Art and Design Co-ordinator in order to maintain a continual overview of Art and Design throughout the school. Short term planning is done weekly. Activities are outlined in teachers' individual short-term planning.



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Drawing and Painting

All children will be given opportunities to draw and paint during every year at St. Lawrence School. This will include use of line (line, tone, pattern, texture) and colour (mixing, colour theory), still life and life drawing (face and figure) in each year group.

Printing, textiles, collage and 3D work other than pottery

Children will not necessarily have the opportunity to take part in activities within each of these areas every year but they will take part in such activities at least every two years.

Sketchbooks

Each child in KS2 at St. Lawrence School has a sketchbook. They play an important part in all Art and Design. It must be remembered that the whole process of Art and Design is important, not just the end product and sketchbooks play a vital role in this process. They provide children with opportunities to respond in a personal way to the world around them and help them to develop an increasing ability to observe, to express personal ideas, to communicate their feelings and use their imagination.

The pages of a sketchbook can be a work of Art and Design in themselves. They may contain drawing, painting, rubbings, sketches, written notes, prints, photographs and collage.

Sketchbooks provide a valuable record of a child's development over time. They also provide a tool which helps pupils to evaluate critically and make realistic assessments of their own work.

Children need to be taught to use sketchbooks confidently. They should be given the opportunity to experiment with media that they choose themselves and shown strategies which will help them with the presentation of their work



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Equal Opportunities

To ensure that **all** pupils are provided with equal opportunities to participate and achieve in Art and Design we need to:

- Treat all children as individuals with their own abilities and attitudes.
- Introduce works from a variety of cultures.
- Present examples of work from both male and female Artists, craft workers and designers.
- Draw on ideas and themes which represent the widest possible range of children's interest and not just the majority taste.
- Display work which represents wide interests and all stages of progression.
- Make resources available to all who need them.
- Create the right environment for constructive criticism and comment.

Continuity and Progression

Assessment – There is no formal assessment of Art and Design at St. Lawrence School. Assessment is done informally as an ongoing part of the teaching/learning process. Children should be involved in the assessment of their work and discussion between child and teacher plays an important part in this.

Monitoring and evaluation –The teacher of each class is to ensure that all the pupils cover the programmes of study for that year. The co-ordinator is to help with planning and monitor the teaching and learning throughout the school. The policy is subject to cyclic monitoring and review outlined in the School Development Plan.

Reporting – Parents may receive oral feed back at consultation meetings or on the annual written report.

Resources

Basic materials needed for Art and Design are kept in each classroom. Other resources are kept in the central stockroom. Staff work with the Art coordinator to agree the correct resources to use for each medium/skill and this is recorded in the resources column of the MT



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SMSC in ART AND DESIGN

Spiritual

In Art and Design the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of Art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Pupils understand that this standard of work does not happen immediately but requires endurance.

Moral

The Art and Design Policy has clear guidelines to which pupils adhere. They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others, understanding how their comments can build up or destroy another's self belief. Displays around the school and in classrooms show a variety of different Art from age groups and abilities. This promotes children to be positive about their work and increases self esteem



Social

Art and Design frequently requires all pupils to work in pairs, groups or teams. Pupils often work collaboratively requiring cooperation and communication linking to the values of trust, compassion and service.

There are also social aspects in Art and Design from visiting various places such as Art and Design Galleries/ Church.

Enrichment enables children from different year groups to work together in Art and Design, mask making and Craft groups. Older and more able children are able to help children and gain mastery of a subject through teaching skills themselves (e.g. in lunchtime clubs)

Cultural

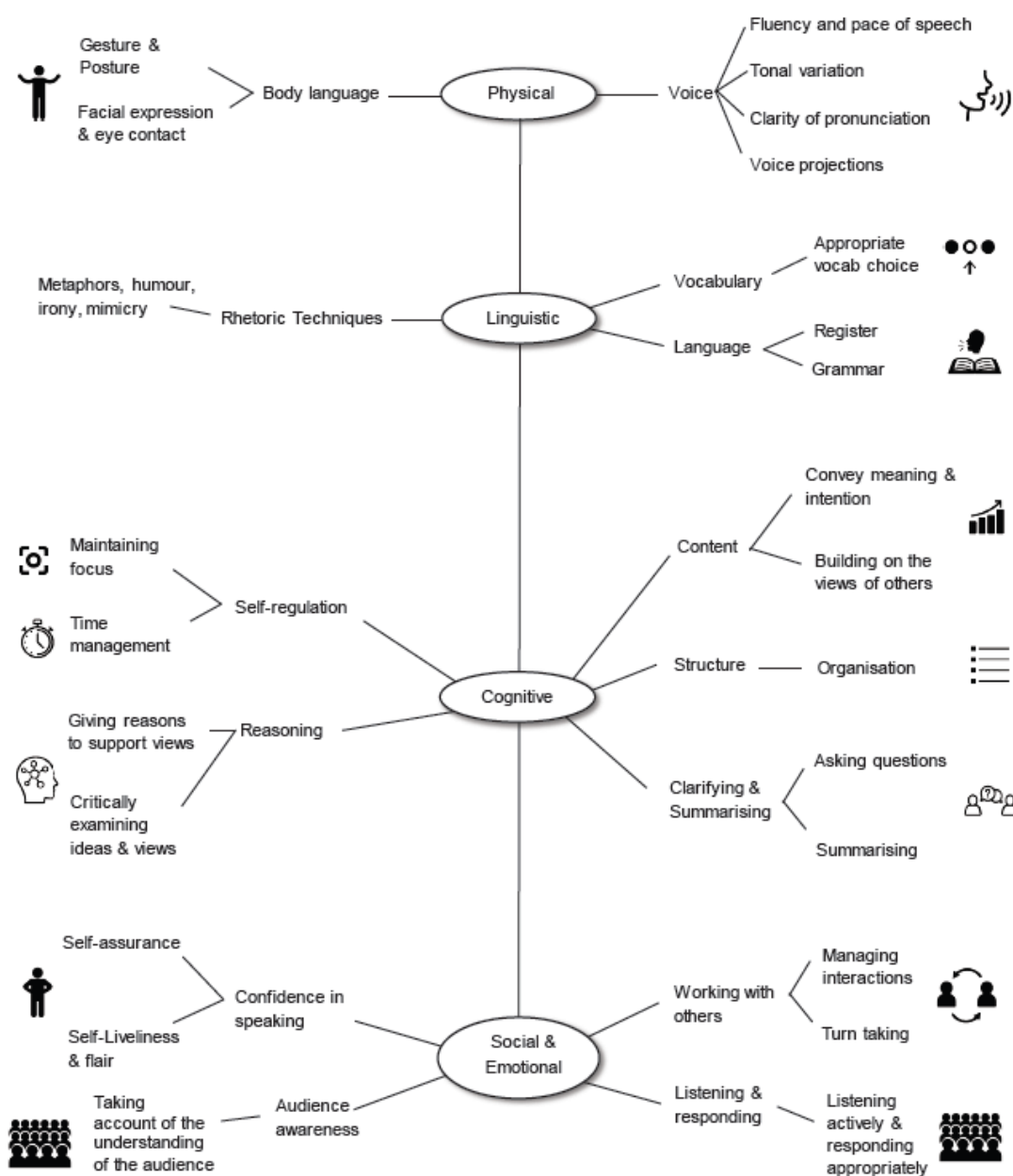
The fusion of Art and Design between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture and time period.

Oracy in Art and Design

Oracy Graphic Organiser



“Get talking in class”



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Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Because you have... • Your work has had the effect of... • You have improved how... • I notice that you... • This means that... | <ul style="list-style-type: none"> • When you... it made me... • Your use of... in order to... • I enjoyed the part where... • The part where you... has had the effect of... |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> • Why did you choose to...? • Can you explain how...? • Prove to me how you came to this conclusion by using... • What effect did ... have on ... 	<ul style="list-style-type: none"> • I've noticed that you haven't... • Can you prove...? • Could you have included...? • Where else could you use... in your learning? • In order to improve your learning, you need to...

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- | | |
|---|--|
| <ul style="list-style-type: none"> • Thank you, I agree that...because... • I can see why you've said that... • I actually disagree with you because... • I have now... the effect this has had is... | <ul style="list-style-type: none"> • Now that I've had time to reflect... • I agree with your comment that... because... • Now that you've pointed it out... • You've helped me to understand... |
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Tiered Vocabulary Wall- A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 3	<u>Subject specific words:</u> These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as: <i>estuary, alliteration, igneous...</i>
Tier 2	<u>Focus words:</u> These will be common words that are found across subjects. These will need direct teaching, such as: <i>contradict, circumstance, precede, retrospect...</i>
Tier 1	<u>Everyday words:</u> These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as: <i>warm, dog, tired, run, table, flower....</i>

For example, Tiered Vocabulary for weather could look like:

Tier 3: barometer, isobar, celsius, tsunami

Tier 2: predict, forecast, breeze, shower, pressure

Tier 1: sun, cloud, rain, cold, warm, wind



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Talking like an Artist Sentence Stems



- I like
- I dislike... because...
- *What else could improve this?*

- In my opinion...
- I know that... because I have observed...
- I believe there is a pattern of...
- I think this has developed by...
- *How does this technique make you feel?*

- I believe this technique is important because...
- Evidence suggests that the artist...
- Over time, the changes ensure that...
- The design element has meant that...
- The artists... and... are similar because...
- *How has this art influenced the modern world?*

- I believe that the design stage shows...
- I think the combination of media means that...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This artist has influenced my designs by...
- This style is classically... as you can see from the...
- *Why is it important to understand traditional/modern concepts through time?*



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Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	April 18	Amory Charlesworth	Draft	Whole Staff	Whole Staff	April 18
0.2	Sept 18	SLT	2 nd draft	Whole Staff	Whole Staff	September 18
0.3	May 24	AC	Oracy in Design and technology	Whole Staff	Whole Staff	May 24