



St Nicholas^{CE}
First School

Art and Design

Subject Policy and Expectations

(For Staff, Local Academy Board and Families)

Mrs V Mayer

Policy Reviewed by Subject Leader: ✓

Policy Reviewed and Approved by LAB: ✓

Next Policy Review Date: ✓

Care

Respect

Trust

Thankfulness

Challenge

Our School, Our St Nicholas Curriculum

Our school's curriculum is its backbone; it communicates, develops, and enhances community-wide culture, morals, values and aims, that contributes to children leaving our school as well-rounded members of society. It permeates every aspect of school life and demonstrates to the wider community our school's commitment to shaping future generations and the world's future leaders, whilst providing a clear structure and purpose for learning about and understanding the diverse world around them.

Our School Vision

Walking in the footsteps of Jesus with Care, Respect, Trust, Thankfulness and Challenge

Our Values

Care: Clothe yourself with compassion, kindness, humility, gentleness and patience. *Colossians 3:12*

Respect: Do to others as you would have them do to you. *Matthew 7:12*

Trust: My God is my strength in whom I trust. *Psalms 18:2*

Thankfulness: Always be thankful. *1 Thessalonians 5:16*

Challenge: I can do all things through Him who strengthens me. *Phillipians 4:13*

Our Curriculum Vision

Rooted in our Church ethos, we aim to deliver on our children's future through a curriculum that offers vibrant, diverse and creative experiences and opportunities. In turn, children leave St Nicholas prepared and equipped with the lifelong knowledge, skills and concepts to play an active role as a safe, happy and productive member of our global community.

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Our Curriculum Aims and Culture

A Head, Heart, Hands, Health approach to learning and personal development

Head



Preparing our children with knowledge and skills for lifelong learning, that contributes to their understanding of the wider diverse world, so they become well-rounded members of society.

Hands



Developing hands-on skills and knowledge, to enable our children to be resilient and creative learners, who take risks and explore ideas in different ways.

Heart



Promoting our children's love for learning, exploring how it links to everyday life, whilst having the pride and desire to undertake challenges, in order to be the best they can be, through following Jesus as a role model.

Health



Equipping our children to recognise how they can help to keep themselves spiritually, mentally and physically happy, healthy and safe by making the right, positive choices.

Curriculum Principles

Our curriculum is **Balanced...** it allows our pupils to acquire and develop a carefully planned, well-rounded and informed set of knowledge and skills, to prepare them for the next phase of their education. This means complete equity for every child, in every year group and in every subject across the curriculum.

Our curriculum is **Progressive...** it activates and builds on what our children already know and aims to sequentially develop ideas and concepts clearly over time, in order that children develop a robust overview of the 'bigger picture', and ultimately apply and explore their learning from different open-ended dimensions.

Our curriculum is **Quality...** significant thought and consideration is invested into the planning, delivery, resourcing and facilitation of the provision by our staff to ensure that it drives what we strive to achieve for our children. High quality provision that is rooted in evidence-informed practice is the linchpin to driving our standards forward.

Our curriculum is **Accessible...** whereby all pupils regardless of background or disposition are given the tools to achieve their very best, whether this be through scaffolding and support strategies, or through stretch and challenge. All children are given the opportunity to experience success and more through an informed and responsive approach to teaching and learning.

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Our Aims and Aspirations for Art and Design

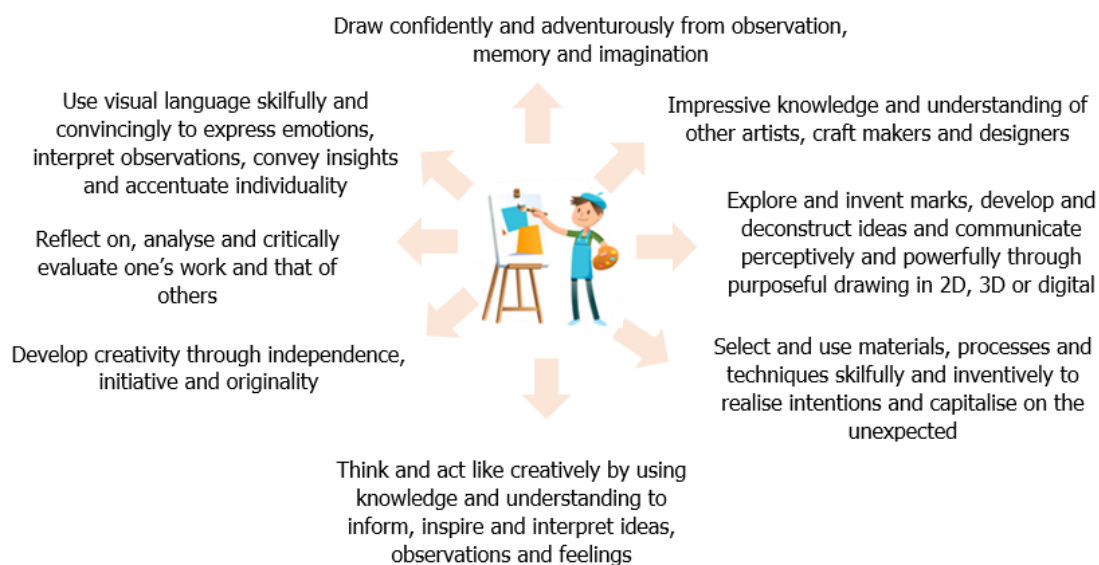
Why is Art and Design important for our learners at St Nicholas?

Art and Design offers learners at St Nicholas creative and exploratory opportunities where teachers can inspire an attitude of curiosity, risk taking, reflection and open-mindedness. Our aim is to build skills and knowledge to enable learners to experience a broad and diverse curriculum. Learners should feel empowered to think and talk about art and artists and their place in the community and through this flourish and innovate as citizens. Art and Design builds confidence and allows all learners, including those who may struggle with language, to express themselves through a range of visual media. From an early age, learners are encouraged to express feelings, ideas and use their imaginations to communicate through art and craft.

What are our aims and aspirations for the St Nicholas Artist?

By the time our children leave St Nicholas CE First School, we aim for them to:

Our Aspirations for the St Nicholas Artist



Curriculum Design in Art and Design

Structure

St Nicholas follows a skills-based curriculum as a distinct subject whilst providing opportunities for repeated practice and new projects. We follow the National Curriculum for Key Stage 1 and Key Stage 2, [which can be found here](#).

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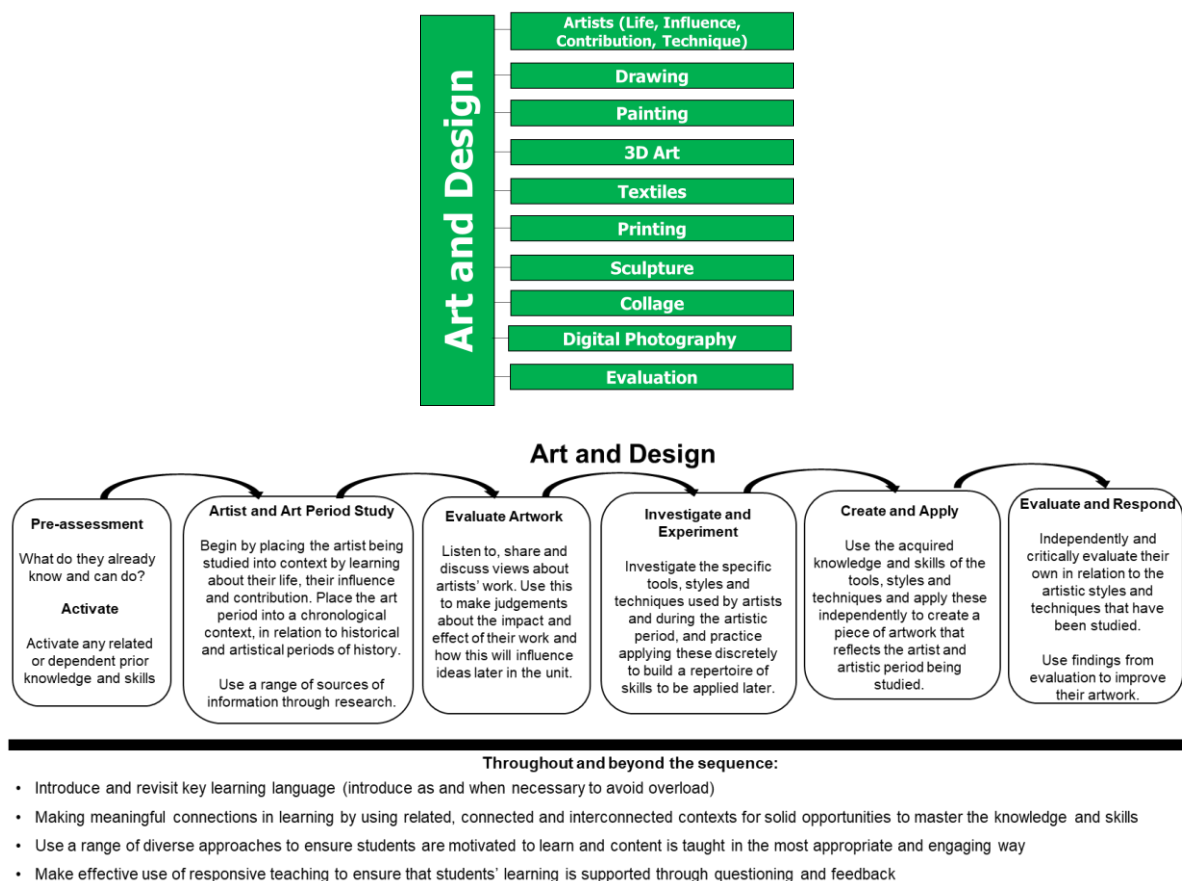
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Each key stage provides learners with opportunities to explore different artists and develop skills, building on prior teaching. Each unit consists of a series of six hourly lessons which may be taught weekly over a half-term or in whole art days as suits the task and teaching staff. They start by explicit teaching, looking and examining existing artwork by well-known artists, then a chance to explore and experiment, hone and perfect, before attempting a final piece. The emphasis is very much on the learning process along the way and how this feeds into the bigger picture. Children are encouraged to take risks, be creative and self-evaluate, or learn from their experimentation.

Each key stage has units of work focussed on drawing, clay and other 3D work, photography, printing and textiles. Meanwhile skills are structured and improved as the children progress through the school.





Art Whole-School Overview

	Autumn	Spring	Summer	Connecting Across the Curriculum
Nursery	In what different ways can I make marks?			• Writing • Drawing • Ascribing meaning
Reception	How can I draw me?			• PSED • Understanding World • Communication and Language
Year 1	How can I picture my family? Portraits, Colour, Collage, Photography, Observational sketching, Clay/Multi media	In what different ways can I picture places? Carved relief works, Book Brothers, Printing	How can I picture London? Silhouette, hot/cold tones, shade and contrast.	• PSHE • History • Geography
Year 2	What is colour? Colour mixing, Shades, Artist focus - Turner	Who made the Lone Singer? Local artist study - Charles Wheeler, Clay Tile Patterns, Observational Sketching	How can I recreate Art digitally? Artist focus - Yago Kusana, pointillism, Monet, Photography	• Computing • Local History • Geography - oceans and seas
Year 3	Why does proportion matter? Art from early civilisations, Focused on Animal images, Human Body proportions.	Can we put landscapes into perspective? Artist focus - David Hockney, perspective drawing, Landscape painting	Are hieroglyphics a form of graffiti? What is art? Modern art forms, Urban Art, Study of graffiti genre.	• Early civilisations • PSHE - rule of law • Geography - topography • Science - plants and animals
Year 4	Who was Lois Mailou Jones and what was her legacy? Black History told in Art, Murals	How can we represent peace in Art? Imagery, observational sketching, Pablo Picasso La Ronde, Banksy Flower Thrower, SkyLanding Yoko Ono	How can Art interact with nature? Artist Focus - Andy Goldsworthy and Antony Gormley	• Equality • History - WW2 • Propaganda • Environment/Eco • Geography

Curriculum Provision in Art and Design

Effective Teaching and Learning

Across the school there are teachers with expertise in Art and Design and these lead the different year groups in planning and supporting colleagues. Vocabulary and explicit processes need to be introduced and taught and only when children are familiar with different media and skills, should they begin exploring more independently. Each lesson should have a 'skills' focus and chance for children to practise practically. Sketchbooks should build a record of the chances given for practise and should not be marked as in other subjects but instead provide opportunities for pupils to make mistakes and 'have a go'. Once children have begun to feel confident, they need plenty of related tasks to consolidate and further develop their own ideas.

Children will begin their learning journey with a chance to investigate and research a wide and varied selection of artists and designers. They will have the opportunity to explore art and design from around the world, taking in different cultures, and will discover the impact of art within different societies and throughout history. As with other subjects, we need to teach and use vocabulary and abstract terms. They need to be reinforced and returned to over time, and used in discussion, modelling and where appropriate in sketchbooks to ensure thorough understanding. However, it's not just about perfecting skills.

Children need to be able to apply their learning to experiment, make choices and expand their creativity. They will have the chance to reflect and evaluate each unit of work and will be able to talk about their outcome. They will be able to explain how they would approach a similar

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theme should they have the chance to experience it in the future and makes links with previous learning and how they have adapted their skills.

Responsive Teaching and Learning

As a school that is responsive to the needs of our children, we set high expectations for all to ensure they have the best possible opportunity to achieve their very best. To support us in achieving our ambition, we recognise that we need to 'Scaffold and Support', and 'Stretch and Challenge'.

Scaffold and Support is our approach to planning and implementing provision that gives every pupil the very best chance to secure the learning intentions; this can be through a range of support strategies such as additional modelling, questioning and resources to scaffold pupils' thinking and learning, to build further children's self-efficacy.

Stretch and Challenge involves strategies that aim to deepen learning and thinking, where critical evaluation and thinking play a key role in pupils seeing their learning from different dimensions.

Teachers are aware that ability of children in Art and Design is not dependent on abilities in other subject areas. Children who struggle to communicate effectively in spoken language and writing can sometimes excel in communication through Art.

Scaffold and Support in Art and Design	Stretch and Challenge in Art and Design
• Naming and building subject relevant vocabulary • Observing to describe and re-create • Reflect on their own work and the work of others • Expose children to wide range of Art eg larger scale, modified tools and simplified processes.	• Extend language e.g. knowing extensive colours/shades • Observe and zoom into details. • Feel confident to not only re-create, but transfer skills from one task/media to another. • Comparing styles and explaining/justifying opinions about their own work and the work of others. • Demonstrate a clear understanding of the significance of Art in our communities and communities around the world and through time.

Whilst the class teacher takes a central role in facilitating learning, there are many opportunities for children to promote, acquire and apply our St Nicholas Skills for Lifelong Learning:

Care	Respect	Trust	Thankfulness	Challenge
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A St Nicholas learner will always apply their lifelong learning skills:



Eager

I see, I think, I wonder...

I plan and think through my learning.

I think of new and creative ideas.

I dive deeper into my learning.

I apply my learning to real life.



Resilient

I set goals to challenge myself.

I break my learning and task into chunks.

I find tools to help me with my learning.

I keep going and never give up.

I use mistakes to help me learn.



Reflective

I use what I already know to help me.

I think about how I am getting on.

I listen and respond to feedback.

I am proud of what I can do.

I see where to go next.



Collaborative

I listen to others.

I explain things to others.

I talk about my learning.

I am honest and trustworthy.

I work as part of a team.

Giving Feedback to Learners

Feedback for Learners

Feedback in Art and Design should be provided in a timely manner – it needs to be constructive, productive and meaningful. This is achieved in Art and Design by supporting children to critically reflect on their application of key knowledge and skills. Therefore, in-line with our feedback policy, children recognise their success and opportunities for moving forward through verbal feedback provided by the class teacher, their peers and their own critical self-reflection. This approach supports children to reflect on how they will adapt their approach and meaningfully build on and plan their learning approach and journey.

The Role of Assessment

Assessment in Art and Design should aim to reflect the sequential build up and connection of the key small steps that children have made throughout the unit of learning. It should aim to reflect how our children have taken inspiration from artists they have studied, and application of techniques and skills. In addition, assessment in Art and Design will also recognise how children's creativity and inspiration to add their own personal artistic impressions. Therefore, assessment will focus on application of technique, skill and authenticity; it will always have the aim of developing children as experts and how they develop as a well-rounded artist.

Enrichment and Engagement

Themed Days/Weeks: Whole-School Week enables our children to be immersed in a range of artistic techniques and skills. These themed opportunities are not focused solely around drawing; they reflect varied and diverse cultural capital opportunities, such as recognising how art in its various forms, such as through dance, and how these different dimensions of art reflect and build cultures around the globe.

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Cross-Curricular Application: Meaningful connections to Art and Design need to be explicit and have the capacity to strengthen children's artistic knowledge and skills, and use these to develop a wider conceptual understanding of other areas of the curriculum, and vice-versa. Therefore, where appropriate, teachers along with the subject leader will identify important opportunities for Art and Design to play a key role in other areas of the curriculum and/or for other areas to support it.

Curriculum Evaluation in Art and Design

At St Nicholas, we use a range of quantitative and qualitative evidence-gathering techniques that are triangulated to draw together valid, accurate and robust evidence-based findings to make rigorous evaluations about the impact of our teaching and learning. This supports us to celebrate achievements whilst also recognising key priorities for future development. It is important that we evaluate our curriculum against our aims and aspirations. Please note that not all evidence-gathering techniques outlined below take place simultaneously; we select techniques that we know will give us the most purposeful information and impact at a point in time.

These evidence-based findings are drawn together and directly feed into subject leader action planning, which is then shared with the Local Academy Board (LAB) to hold the school to account for teaching, learning and children's progress and achievement in Art and Design.

How do we evaluate?	What are we evaluating? Why are we evaluating in this way?	Who is involved?
We look at children's work.	Looking at children's work helps us to see the opportunities they have had to apply their learning meaningfully and in ways that reflect a deeper approach to learning.	Subject Leader Children Colleagues
We talk to the children about their learning and let them share their views in different ways.	Talking to children and recognising their views helps us to see identify the extent to which children are engaged and interested in their learning, and what we can do to make their experiences even more meaningful.	Subject Leader Children
We talk to and gather views from parents about their child's learning and experiences.	Gathering views from parents helps us to shape our understanding of children's experiences and opportunities across the curriculum from a different yet important perspective.	Subject Leader Colleagues Children Parents
We have professional and reflective discussions with our colleagues.	Professional and reflective discussions with colleagues helps to share and exchange ideas about effective practice and priorities for moving forward.	Subject Leader Colleagues
We visit lessons to see strategies, opportunities and experiences used for learning.	Visits to lessons help colleagues to recognise the extent to which strategies, opportunities and experiences in lessons have an impact on maximising children's progress and meeting their needs.	Subject Leader Children Colleagues
We look at subject planning.	Reviewing subject planning is important to explore how appropriate the design of the curriculum is in maximising learning progress and to ensure that children build the bigger picture of knowledge and skills over time.	Subject Leader Colleagues

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We look at and analyse pupil progress and achievement.	Analysing children's progress and achievement in more detail helps to develop lines of enquiry and identify key groups or subject areas that may benefit from further development.	Subject Leader Colleagues
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Identifying Staff Continual Professional Development Needs

Continual Professional Development (CPD) is integral to the development of teaching and support staff to ensure that they are well-equipped to plan, deliver and evaluate a high-quality curriculum. The direction of CPD is steered through triangulated findings from the evidence-gathering techniques and staff audits.

CPD will be facilitated in the following ways:

- **Colleague Networking:** Working with other colleagues to build capacity and staff self-efficacy through a bespoke package of CPD (such as professional discussion and observation). This may be through working with staff at St Nicholas, across the MAT or beyond.
- **Staff Workshops:** Personalised whole-school staff developmental sessions to support pedagogical knowledge, strategies to motivate, challenge and support, and subject knowledge development. This may include inviting 'experts' to support staff development or enrolling members of staff in face-to-face or virtual courses.

Expectations and Responsibilities

The Local Academy Board (LAB), Senior Leadership Team, Subject Leader and Teaching Staff have key responsibilities to uphold the high expectations, principles, design and provision of our Art and Design curriculum as follows:

Local Academy Board	Senior Leadership Team/ Subject Leader	Teaching Staff
• Rigorously review the policy and expectations for Art and Design to ensure it meets the school's curriculum principles, drivers and rationale. • Hold the subject leader and school to account for the design, provision and evaluation of Languages (French). • Regularly meet with the subject leader to explore findings from evidence-gathering and discuss how this will feed into subject action planning. • Plan for and communicate potential financial, time and resourcing commitments with the LAB, that will be required as part of the subject action plan.	• Implement evidence-gathering techniques to gather a well-rounded evaluation of the impact of the design and provision in Art and Design, including working in collaboration with members of the LAB. • Widen pupils' celebration of diversity and intercultural understanding through facilitating a range of engaging, inspirational and aspirational enrichment opportunities. • Identify and plan to address key priorities for development that will move the curriculum forward, including potential financial, time and resourcing commitments required. • Identify staff CPD needs and design bespoke developmental sessions and coaching that will address key	• Plan lessons that motivate, challenge and inspire pupils using a range of teaching and learning strategies. • Provide pupils with clear, concise and constructive feedback about their learning progress and achievement. • Use a range of evidence to make a robust and accurate assessment of pupil attainment and progress. • Communicate progress and achievement with parents/carers. • Ensure that lessons are well-resourced to support pupils' learning. • Support the facilitation of engaging, inspirational and aspirational enrichment opportunities that widen pupils' celebration of

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	priorities, including subject knowledge. Support staff across the school to deliver a balanced, progressive, high-quality and consistent Art and Design curriculum, that supports and challenges children.	diversity and intercultural understanding. Adapt teaching and learning strategies, resources and activities to support children who require additional support or challenge.
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If you require any further information regarding the content of this policy, would like to know more about or feel you could contribute to our Art and Design curriculum, please contact the subject leader using the following contact details:

Name of Subject Leader: Mrs V Mayer

Telephone (School Office): 01902 842998

Subject Leader E-Mail Address: Office@st-nicholas.staffs.sch.uk (FAO: Art and Design Subject Leader)

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