



HOLY TRINITY CE PRIMARY SCHOOL  
*Strength for today,  
Bright hope for tomorrow*

## **Policy: Art & Design Policy**

**Previous Review:** October 2018

**This Review:** September 2019

**Next Review:** September 2020

**Frequency of Review:** Annually

**Responsible Committee:** Full Governing Body

## **Art & Design Policy**

### **Strength for Today, Bright Hope for Tomorrow**

**Isaiah 40: 31**

**Those who have hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.**

Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

### **Our recent SIAMS (Statutory Inspection of Anglican and Methodists Schools) report says**

**“There is a broad curriculum, complimented through extra-curricular and enrichment experiences. These include artistic, cultural and sporting activities and indicate the aspirational, holistic and inclusive view of education running throughout the school. Consequently, pupils of all abilities and backgrounds value themselves, each other and their learning.”**

### **Why do we teach art & design?**

As a church school we acknowledge that all of our pupils are significant to God. We therefore value each child's unique personality and aim to develop their character, talents and abilities to the fullest in His name. Our art & design curriculum is an intrinsic part of this, unlocking the potential of each child, so that they can flourish. This is also in keeping with our status as a UNICEF Rights Respecting School and fulfils our obligations under Article 29 of the United Nations Convention on the Rights of the Child.

Art & design provides children with opportunities to explore, express and communicate their feelings about the world they inhabit, whilst gaining experience of it. They foster an understanding of other people, cultures and events both contemporary and historical. We are therefore committed to providing all of our children with a wide range of artistic and cultural experiences that draw upon the diversity and wealth of opportunity London has to offer, as well as devoting curriculum time to developing and nurturing children's own artistic talents.

Art & design make a huge contribution to the British economy and offer a wealth of employment possibilities. We believe that is our duty to ensure children have the skills to access these opportunities later in life and are therefore striving to develop an art & design curriculum that is relevant and responsive to the our rapidly changing world. There are many transferable skills that come from learning about the art & design, such as resilience, creative problem-solving, team-working and increased social connectivity. We feel these skills are essential to our children's overall development and future economic success in the 21<sup>st</sup> century.

### **Aims**

To provide all children with the opportunity to:

- access a broad, relevant art & design curriculum that is fit for the 21st century
- access a wide range of creative experiences that develop confidence, resilience, problem-solving skills, originality and imagination, as well as improving skills
- deepen their appreciation and understanding of art & design and develop their critical thinking
- experience high quality partnerships with creative institutions and the wider community
- celebrate their artistic achievements

To achieve the above aims we will:

- ensure that art & design has dedicated curriculum time that is protected
- regularly monitor the quality, nature and range of opportunities available to our children
- monitor the quality of teaching and learning and respond to what the data tells us
- recruit staff who specialise in art & design and offer regular high quality CPD to others
- strengthen our links with cultural institutions
- provide opportunities for children to perform to audiences and have their work exhibited throughout the school or at other venues

- develop cross-curricular opportunities e.g. using drama as a stimulus for writing

### **What is art & design?**

At Holy Trinity the Art & Design is made up of the following:

- Drawing
- Painting
- Printmaking
- Sculpture
- Design
- Textiles
- Digital media

### **How we teach art & design**

#### **Curriculum**

We believe that the art & design is best taught as a distinct subject in a skills-based manner where there is clear progression. Our curriculum has been designed by the Art & Design Leader and is drawn from a number of sources, including the QCA, the Tate Gallery and Access Art. There are also some units that the Art & Design Co-ordinator has written herself. We map each unit to ensure that each area of art & design is covered and that children have opportunities to work in a variety of media and ways. The curriculum is constantly evolving as we strive to include new ways of working and new technologies.

Due to a lack of drying and storage space art & design units are usually taught half-termly in blocks. However, teachers are encouraged to develop children's art & design skills on regular occasions through short drawing sessions, special events, competitions and celebrations.

#### **Partnerships**

At Holy Trinity we believe in the value of partnerships with art, design and cultural organisations and professionals. They not only model excellent practice, but also raise awareness of the potential employment opportunities in the art & design. Therefore we actively seek to engage with artists, galleries, museums and cultural organisations. The opportunities vary each year according to art & design projects undertaken in school and the opportunities that are available in the wider community.

Holy Trinity is a very small school with limited space to work on large scale artworks or develop performances. We are lucky to have partnerships with other local schools and cultural organisations that help us overcome these limitations e.g. using theatre space, drawing studios and gardens in the local area. Through our partnership with the City Learning Centre, our children also enjoy excellent opportunities to develop their creative digital skills, including room design, game design and animation.

#### **Cultural Visits**

We have a programme of school trips that ensures children visit all the major art & design institutions in London. Each year the whole school enjoys a culture day when we visit a cultural institution or site, which may be a major art collection.

#### **Monitoring, assessment and recording**

Teachers are expected to record children's progress against the attainment targets set out in the national curriculum. The art and designer leader is responsible for monitoring attainment and ensuring that the quality of teaching and learning is high.

At Holy Trinity we work hard to break down preconceptions about art & design outcomes that can stifle creativity. We prefer to encourage experimentation, risk and innovation with the aim of creating confident, independent artists who can articulate and value their own creative journeys. Therefore assessments are done on an on-going basis and include observation, discussion and evaluation. We believe it is important to look at not only the end

product, but also the pupil's attitude and the processes the child used in creating their work. Self and peer evaluation are also used in order to gain further understanding of an individual's thoughts and analysis.

### **Role of the Art & Design Subject Leader**

The subject leader will:

- review the curriculum and adapt it to meet the needs of our children
- enthuse pupils and staff about the art & design and promote achievement
- advise and support staff in the planning and delivery of the art & design
- model good practice
- manage and develop resources
- monitor and evaluate the standards of the art & design throughout the school
- ensure staff are aware of safety guidelines
- attend relevant training courses and provide CPD to other staff members

### **Out of school hours learning**

In addition to the creative opportunities provided during curriculum time, we also offer 2 exciting out of hours art & design clubs for children: one for each key stage. Currently our art & design club is run by a professional textile designer. The club is extremely popular and is always over-subscribed. We also offer a drawing club for children that have shown talent with a view to encouraging their interest and developing their skills further.

### **Equal Opportunities**

The art & design curriculum and related experiences are offered to every child in the school regardless of gender, sexuality, race, culture, background and ability. Tasks and projects are structured in different ways, providing opportunities for children to work individually or collaboratively to achieve a variety of outcomes, thus making the curriculum as accessible as possible. The school expects teachers to differentiate effectively for children with Special Educational Needs and/or Disabilities, so that they have equal access to the art & design. Differentiation may include the use of special equipment, adult/peer support or tasks that are altered or structured differently.

### **Talented Children**

We aim to develop the skills of talented children in the same way that we would offer extension in any other curriculum area. This may mean that these children are selected to participate in more projects or are entered for competitions that will challenge them and propel their learning forwards. We make no apology for this, as it reflects the reality of the art & design outside of school at a professional level. We prefer to develop the critical intelligence and resilience of all our children, rather than create an artificial climate of success in the art & design.

### **Health and Safety**

Teachers and support staff are responsible for the safety of their pupils and must ensure that the pupils are working and behaving in a manner that will not cause harm to themselves or others. Pupils will be taught to use materials, tools and equipment safely. Staff should ensure that a relevant risk assessment has been completed when using tools or equipment that could provide a hazard. When working with tools, equipment, materials in school or at museum workshops, pupils

should be taught:

- to recognise hazards and risks and take steps to control these risks in a reasonable manner
- to manage their own environment to ensure health and safety of themselves and others
- to wear protective clothing when necessary
- to keep their working area clean and tidy
- to only use tools and equipment with permission of the member of staff in charge
- to put all materials, tools and equipment back in their appropriate places to be stored safely

This policy will be reviewed by the Head teacher and Governors on a regular basis.

