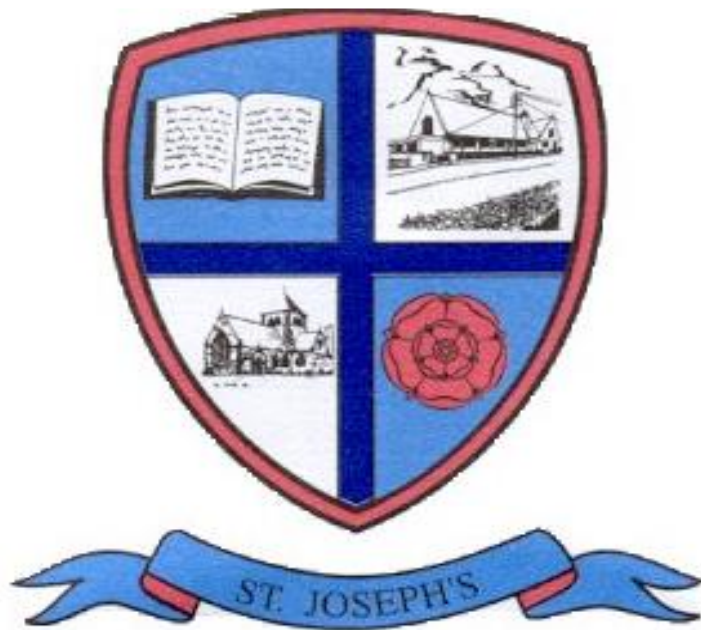


**ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL**



ART AND DESIGN POLICY

**Reviewed: February 2023
To be reviewed: February 2025**



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON.

ART POLICY.

Rationale

At St. Joseph's we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practice with your hands, your eyes, your whole personality.” Quentin Blake, Children's Laureate

It enables children to communicate what they see, feel or think through the use of colour, texture, form and pattern, using different materials or using processes. It allows children to explore ideas and meaning through the work of different artists and designers. At St. Joseph's, wherever appropriate, Art it is linked to other areas of the curriculum. However, it retains its creative base, with age appropriate skills and techniques addressed in line with the National Curriculum 2014 and taught through PLAN BEE units of work.

Aims

At St. Joseph's we aim to offer children opportunities to:

- develop an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities, requiring the use of a range of tools, media and processes
- develop their own skills and ideas through the use of topic sketchbooks
- develop their ability to observe, investigate, respond to and record the world around them
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- study historical, cultural and religious art

Role of the Subject Leader

The role of the subject leader is to:

- keep up to date with developments in the Art curriculum
- provide professional development opportunities to staff as required
- monitor teachers' planning in line with subject leader release
- monitor use of sketchbooks throughout the school
- use feedback from monitoring to develop an action plan for Art
- audit and order resources
- review and update the Art policy annually
- promote art throughout the school e.g. whole school Art focus day

(See Subject Leadership Policy).

Teaching and Learning

The Foundation Stage

Foundation Stage staff plan quality learning experiences for art using the Early Years Curriculum. In addition to these planned learning experiences, children are encouraged to develop independence, initiate their own learning and pursue their own creative interests through free exploration of resources.

Key Stages 1 and 2

Key Stage 1 and 2 staff use a variety of teaching styles in art lessons but always ensure that planning includes opportunities for:

- unit appropriate skills and techniques to be taught
- preliminary investigation work through the use of sketchbooks
- first hand experience
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

Plan BEE planning is used throughout KS1 and KS2, in line with the new NC Programmes of Study for Art, and runs on a 3 year teaching cycle (Appendix 1) to ensure full curriculum coverage and skill progression for our mixed age classes.

Time allocation

It is recommended that 30-36 hours per year are allocated to Art at both Key Stage 1 and Key Stage 2 in order to address the required program of study.

ICT

ICT enhances the teaching of Art and Design.

Where appropriate pupils will:

- use software to explore shape, colour and pattern in their work
- use digital cameras to collect visual information to help them develop their ideas
- record their observations and manipulate them through editing or painting software to create their own designs
- use the Internet to find out more about the lives and works of famous artists and designers

Assessment

We assess children's work in art informally as we observe them during each art lesson. On completion of a final piece of work, the teacher responds to the work and formally assesses it. Pupil's Art and Design skills will be assessed individually by their class teacher and reported to parents as 'Entering', 'Developing' or 'Secure' at the end of the year.

Differentiation

Art lessons need to take into account the wide range of artistic ability that may be present within any group of children. Mixed ability grouping is used to enable pupils to offer peer support. Art projects are most often differentiated by outcome, although adapted resources are used to support pupils with additional needs of a physical nature and varying levels of support given to pupils within the class.

Health and safety

Health and safety is very important when working with the tools, equipment and resources required for the teaching and learning of Art. Children need to be taught how to use tools and equipment correctly, recognise hazards and control risk. Together, staff have carried out assessments for most situations that may arise during an Art lesson. The completed Risk Assessment Forms are stored in a file in the staff room. The class teacher is responsible for carrying out additional assessments for any activities where a risk assessment is deemed appropriate as they arise.

WHOLE SCHOOL CURRICULUM OVERVIEW FOR ART			
YEAR A			
	AUTUMN	SPRING	SUMMER
EYFS	<p>Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children's abilities and interests. Guidance for skills are taken from the Development Matters Document under the heading 'Expressive Arts and design.'</p> <p>What this might look like in the Foundation Stage?</p> <ul style="list-style-type: none"> • We have daily opportunities to make our own creations using a wide range of different materials, fixings and tools which are freely available in continuous provision. • We are taught how to use tools such as scissors, hole punch, string, sellotape, cutters etc. • We are encouraged to talk about what we would like to make, how we will do it and what we think about it when it is finished. • WE are encouraged to evaluate what we have made and make changes as appropriate. • We take part in stay and make sessions, where parents are invited to come in and make things with us. 		
CLASS 2 Y1/Y2	YAYOI (2)	COLOUR CREATIONS (1)	EARTH ART (2) LESSONS 1-2
CLASS 3 Y3	YAYOI (2)	SEURAT AND POINTILLISM (3)	EARTH ART (2) LESSONS 1-2
CLASS 4 Y4/Y5	STREET ART (5)	PLANT ART (4)	CHINESE ART (5) LESSONS 1-2
CLASS 5 Y5/6	STREET ART (5)	LANDSCAPE ART (6)	CHINESE ART (5) LESSONS 1-2

WHOLE SCHOOL CURRICULUM OVERVIEW FOR ART			
YEAR B			
	AUTUMN	SPRING	SUMMER
EYFS	<p>Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children's abilities and interests. Guidance for skills are taken from the Development Matters Document under the heading 'Expressive Arts and design.'</p> <p>What this might look like in the Foundation Stage?</p> <ul style="list-style-type: none"> • We have daily opportunities to make our own creations using a wide range of different materials, fixings and tools which are freely available in continuous provision. • We are taught how to use tools such as scissors, hole punch, string, sellotape, cutters etc. • We are encouraged to talk about what we would like to make, how we will do it and what we think about it when it is finished. • WE are encouraged to evaluate what we have made and make changes as appropriate. • We take part in stay and make sessions, where parents are invited to come in and make things with us. 		
CLASS 2	VEHICLES (2)	SELF PORTRAIT (1)	EARTH ART (2) LESSONS 3-4
CLASS 3	VEHICLES (2)	FAMOUS BUILDINGS (3)	EARTH ART (2) LESSONS 3-4
CLASS 4	RECYCLED ART (4)	SONYA DELAUNAY (4)	CHINESE ART (5) LESSONS 3-4
CLASS 5	EXPRESS YOURSELF (6)	SONYA DELAUNAY (4)	CHINESE ART (5) LESSONS 3-4

WHOLE SCHOOL CURRICULUM OVERVIEW FOR ART			
YEAR C			
	AUTUMN	SPRING	SUMMER
EYFS	<p>Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children's abilities and interests. Guidance for skills are taken from the Development Matters Document under the heading 'Expressive Arts and design.'</p> <p>What this might look like in the Foundation Stage?</p> <ul style="list-style-type: none"> • We have daily opportunities to make our own creations using a wide range of different materials, fixings and tools which are freely available in continuous provision. • We are taught how to use tools such as scissors, hole punch, string, sellotape, cutters etc. • We are encouraged to talk about what we would like to make, how we will do it and what we think about it when it is finished. • WE are encouraged to evaluate what we have made and make changes as appropriate. • We take part in stay and make sessions, where parents are invited to come in and make things with us. 		
CLASS 2	HENRI ROUSEEAU (2)	<u>ENRICHMENT EXPERIENCE</u> GALLERY TRIP EXHIBITION WORK	EARTH ART (2) LESSONS 5-6
CLASS 3	HENRI ROUSEEAU (2)	<u>ENRICHMENT EXPERIENCE</u> GALLERY TRIP EXHIBITION WORK	EARTH ART (2) LESSONS 5-6
CLASS 4	FRIDA KHALO (5)	<u>ENRICHMENT EXPERIENCE</u> GALLERY TRIP EXHIBITION WORK	CHINESE ART (5) LESSONS 5-6
CLASS 5	FRIDA KHALO (5)	<u>ENRICHMENT EXPERIENCE</u> GALLERY TRIP EXHIBITION WORK	CHINESE ART (5) LESSONS 5-6