St Mary's RC Primary School

Art and Design Policy

Bishop Chadwick
Catholic Education Trust

DEFINITION

"*Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."* (National Curriculum 2014)

AIMS

The core curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

TEACHING OBJECTIVES

National Curriculum Subject content-

Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

TEACHING AND LEARNING STRATEGIES

The school uses a variety of teaching and learning styles in art and design lessons. These lessons will often have cross-curricular connections and be linked with current themes and topics.

Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Each term, we have an art-based day focused on particular aspects of art (Famous artists, Art involving sculpture and pencil techniques for still life).

All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (e.g. collage, print making, digital media, textiles, sculpture).

The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it.

Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers. ICT is used in art to support the practical activities. This includes the use of a digital camera to record photographic images for the pupils to work on later and a scanner to reproduce drawings and paintings into an art program. Pupils in Key Stage 1 and 2 use a sketchbook in class for research and independent work. Pupils are encouraged to work in collaboration when making large-scale work. We also use our forest school to develop the use of a wider range of natural resources for inspiring art work.

In Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work or continuous provision, children explore a wide range of activities using their senses and a broad range of materials and tools.

All teachers draw attention to interesting examples of individual performance as models for the other children to explore and discuss. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Matching task to pupils abilities

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skill at different rates. Differentiation is therefore a key issue and will be open- ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children are supported by relevant questions from the teacher. These interventions from the teacher to individuals increases their thinking, extends the range of options that may be considered and raises individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Use of sketchbooks

Sketchbooks are used in Reception through to Year 6 to record, collect and explore ideas and images and either information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers teach children when it is appropriate to use them and for what

purposes, including reviewing the contents to ensure the purpose of the sketchbook, at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include experiments with using various marking media drawings in a range of media that are:

•A record of what has been seen

•Preparatory studies for further work

•The development of ideas for further study

•A record of the basic skills development

•Photograph and other illustrative material to support on-going work

•Colour schemes and trials

•A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit

•Details of something that will be drawn or painted in entirety

•ICT prints and image manipulations

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes

ART AND DESIGN CURRICULUM PLANNING

Art and Design is a foundation subject in the National Curriculum and as such, all year groups (from Y1 to Y6) use the new National Curriculum as the basis for their curriculum planning in design and technology. Skills in the Foundation Stage are planned through the objectives within the EYFS.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year.

Class teachers plan for Art and Design lessons as part of their medium term and short term planning. Art and Design work is taught every other half term and has a specific National Curriculum link. Art is also taught within other subjects throughout the year. We also have termly Art and Design days where the children will showcase what they have learned in art that term. The medium term plan lists the specific skills and activities that are to be taught each term and shows progression of skills from Year 1 to 6. Class teachers plan for individual Art and Design days termly ensuring that they have the adequate resources. The class teacher keeps these plans in their planning file, and the class teacher and subject leader may discuss them on an informal basis. Assessments will move through the school with the children so that gaps are identifiable and that the progression can be seen. The subject leader will also do a scrutiny of all staffs planning on an annual basis to ensure adequate coverage of the National Curriculum across each Key Stage.

ROLE OF THE STAFF

It is the responsibility of staff:

1. To plan and deliver the Art and Design National Curriculum following the guidelines contained in this document.

2. To ensure that the entire range of skills detailed in the National Curriculum are taught.

3. To look after shared resources when used and to return them safely to the resource cupboard.

4. To ensure that pupils are taught the safe procedures and practices for use of tools and equipment.

5. To ensure that they are confident and adequately skilled in the safe use of the equipment.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it.

ROLE OF THE SUBJECT LEADER

•To produce the Art Policy and ensure planning meets the statutory requirements.

•To produce the Art development plan with realistic and development targets.

•To provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.

•To purchase and organise the appropriate art resources.

•To attend relevant in service courses and feedback to staff new information ideas.

•To monitor Teaching and learning.

RESOURCES

We have a wide range of resources to support the teaching of art and design across the school. General and frequently used resources are kept in individual classrooms with larger and more specialised equipment found in our central resource room. The subject leader is responsible for the ordering and management of the equipment and materials.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work.

Photographs are a useful tool to keep as a reminder of pupils achievements.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly

carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in Art and Design is reported to parents through the pupil annual report.

HEALTH AND SAFETY

It is the responsibility of teachers to ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum. They are responsible for teaching the safe use of tools and equipment and insisting on good practice. The teacher will be responsible for the health and safety of themselves, classroom assistants and pupils within their class.

Pupils will be taught to:

1. collect and return tools and equipment safely eg. scissors;

2. follow clear instructions;

3. only move around the room when necessary;

4. wear safety/protective clothing whenever necessary.

To ensure the safe use of tools and equipment, it is important that teachers are confident when using them, so that they can correctly demonstrate their use. All pupils should be clear on the intended use of the tools.

ART AND DESIGN AND INCLUSION

Children with Special Education Needs need to be catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem. The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.

LEARNING ENHANCEMENT

The school has a planned annual calendar marking key events and performances. Visits to galleries, exhibition and workshops are encouraged to enhance learning. Children are given the opportunity to examine exhibits, artefacts, historical buildings of interest. Visiting artists are also invited into school to work with the staff and children. Displays are regularly updated and reflect the work of the pupils throughout the year.

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set. Asking parents to send in artefacts and inviting people to come in to talk about their past.

MONITORING AND EVALUATION

The monitoring of the standards of children's work and the quality of teacher's planning in Art and Design is the responsibility of the subject leader. The work of the subject leader involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject,

and providing a strategic lead and direction for the subject in school. A curriculum review is made annually which reports on achievements and indicates areas for further improvement.

The school's Art and Design policy is reviewed annually and approved by the governing body.

Policy written by A Readman

September 2021

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Monitoring and review

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