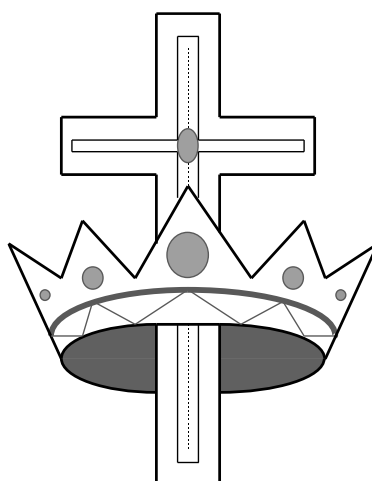


# SS Mary and Michael Catholic Primary School

## Art and Design Policy

Written	September 2023
Updated	September 2024



We are unique and can reach our full potential in the Loving Family of SS Mary and Michael Catholic Primary School.

Walking with Jesus, caring for each other we learn together in the warmth of our school home.

‘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.’

### **Curriculum 2014**

*Art and design has the capacity to develop and heighten awareness of the pupils’ innermost thoughts and feelings and thereby heighten their levels of spirituality. It consolidates the pupils’ visions and experiences of life.*

### **Subject Aims**

The national 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.

### **Curriculum Intent**

Art has the capacity to develop and heighten awareness of our pupils' visions and experiences of life. Art therefore is seen to have a central role to play in communicating ideas.

By studying Art pupils are able to learn a great deal about people and cultures through the centuries. We endeavour to guide and help each child to make discoveries about him or herself, about the environment and to be able to interpret and express these discoveries in visual form. The curriculum is based on a cross-curricular approach, a series of experiences are planned which allow the children to develop awareness of visual, special and tactile qualities. These cover drawing, painting, printing, collage, modelling, 3-D work and critical studies.

## **INTENT – IMPLEMENTATION - IMPACT**

### **Planning**

Planning for the EYFS comes from the Early Years Foundation Stage New Framework 2021 and we follow the National Curriculum 2014 Art and Design document, Lancashire Key Learning (KLIPS) and LPDS Documents. In conjunction with these documents, we use SS Mary & Michael Art and Design Scheme of Work (updated Sept 2021) for KS1 & 2. The key learning indicators of performance addressed through the support of Lancashire Planning 2015.

Addition opportunities arise throughout the year to enrich the learning experience:

- Easter, Christmas cards and decorations
- Annual Celebration Week
- Remembrance Day
- Religious Festivals
- Collaboration with the local community and High Schools
- Competitions
- Enrichment Days

### **EYFS**

Pupils will be given the opportunity:

#### **ELG: Fine Motor Skills**

- To hold a pencil effectively.
- To use a range of small tools, including scissors, paint brushes.
- To begin to show accuracy and care when drawing.

#### **Expressive Arts and Design**

- To develop their artistic and cultural awareness supporting their imagination and creativity.
- To explore and play with a wide range of media and materials.
- To develop their understanding, self-expression, vocabulary and ability to communicate through the arts.

#### **ELG: Creating with Materials**

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To work spontaneously & enjoy the act of making /creating.
- To recognise & explain key features of their own & others' work & be able to explain what they are doing.
- To know that art, craft & design is made by artists exhibiting care, skill & valued for its qualities.

### **KEY STAGE 1**

Pupils will be given the opportunity:

- To introduce the use of a sketchbook to record their observations and use them to review and revisit ideas. (from Year 1)
- To experiment & use a range of materials & tools for drawing, painting, 3D, collage, textiles, digital media & printing.
- To think & talk about their ideas as they work so that they can adapt & change things
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
- To look at & talk 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 will be given the opportunity:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To learn to use different materials & tools (including ICT) to create their art work
- To adapt their work after discussing, comparing & learning from their own & others works.
- To learn about visual & tactile elements such as colour, line, shape, texture & how to use them

- To look at art, craft & design work from different times, cultures & use this to help develop their own work.

### **Entitlement**

All of our pupils will work at the levels appropriate to their ability, and with the opportunity for self-expression.

### **Resources**

A range of resources is stored in the Art cupboard located in Class 3.

### **Additional Resources**

- All teaching staff are provided with a copy of 'SSMM Scheme of Work for Art' produced by T. Jenkinson (updated yearly)
- There are a large number of art and craft books for inspiration, particularly useful are the Dianne Williams 'Step by Step Art books. For drawing skills 'Drawing Projects for Children' by Paula Briggs. In addition, there is a collection of large prints showing works from the Great Masters to give visual stimulus.
- Learning in art and design can be enhanced with ICT. (computers, iPads, digital cameras.)

#### **\*PURPLE MASH:**

#### **Painting, drawing**

mark making using paint effects, pencil, chalk, charcoal and a range of computer tools, exploring the elements of art and design

#### **Collage**

use image manipulation software to create electronic collages

#### **Textiles**

use repeat pattern options to create designs for textiles

#### **Graphics / Illustration**

to explore text, layout and graphic imagery

#### **Film**

explore and edit moving images from a digital video camera

#### **Animation**

create animations using drawn images or digital photographs

#### **3D**

use three-dimensional modelling software to design and create animated characters and or sculptural forms

#### **Digital Photography**

explore photographic processes digitally

### **Assessment and Record Keeping**

Assessment and art development is ongoing and based on the guidelines laid out in the Assessment and Record Keeping Policy. Throughout the year the Art and Design co-ordinator receives, analyses and

responds to learning and progression (evidence in art books and displays), then recording if the pupil is working towards or at the age related expectation, or if they are working at greater depth.

### **Curriculum Leadership**

Supporting teaching through:

- leading INSET
- giving advice 'SSMM Scheme of Work for Art'
- giving guidance
- modelling
- lesson observation and feedback
- monitoring of planning and assessing
- action planning

Scrutinizing work to ensure standards are at the national level, continuity, differentiation and progress.

Sharing information acquired across courses or other sources that may be beneficial to staff.

Listening to the 'pupil voice' and acting on outcomes.

Undertaking 'learning walks' to ensure an appropriate level of exposure of subject area, around school.

The management, maintenance and storage of resources and purchase of new resources when necessary.

Collecting, collating and responding to end of year achievements.

Reporting to governors when appropriate.