

St Bernadette's Catholic Primary School

Art Policy



“Doing our best for God”

1 Rationale

1.1 Art and design stimulates creativity and imagination. It enriches children's learning and enables them to communicate their ideas, observations and thoughts in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of tools, media, techniques and materials, children have the opportunity to record creatively the world around them. Children become involved in shaping their environments through art and design activities. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

2. Aims

2.1 At St Bernadette's we aim to follow the National Curriculum to ensure that all pupils:

- produce creative work, exploring ideas and recording their experiences.
- evaluate and analyse creative works using the language of art, craft and design.
- have opportunities to analyse, appreciate and emulate the work of other artists, both historical and contemporary.
- develop their social, moral, spiritual and cultural understanding.
- improve their ability to control materials, tools, media and techniques.

3 Teaching and learning style

3.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design via a broad and balanced curriculum. We ensure that the act of investigating and making something includes reading quality texts in order to learn about artists, craftspeople and designers and their techniques, exploring and developing ideas, and evaluating work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. They use sketchbooks to record ideas and observations and use pupil evaluation as a method to improve their work. Children also have the opportunity to use a wide range of materials and resources, including computing.

4 Curriculum Organisation and planning

4.1 Art is a foundation subject in the NC. Planning is in line with NC requirements for KS1 and KS2 and the foundation stage curriculum. At St Bernadette's Catholic Primary School, art is taught on a continuous but flexible basis to allow for blocking within our Key Stages.

4.2 KS1, LKS2 and UKS2 use the Lancashire Key Learning Grids in Art and Design and the KLIPs. These are used to inform more detailed planning which list the specific learning objectives for each lesson and give details of how to teach the lessons.

4.3 Planning is kept by the class teacher and informal discussions about planning takes place over the course of the year with the art co-ordinator. Plans should list the learning objectives for each lesson, give details of how to teach the lessons and include key questions and next step evaluations.

4.4 We plan the art activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the Lancashire Key Learning Grids in Art and Design skills and KLIPs, so that the children are increasingly challenged as they move up through the school.

5. Health and safety

5.1 The school is responsible for teaching art and design in a healthy and safe environment. Teaching staff are responsible for the supervision of activities and should ensure that all learning takes place within a safe environment with special reference to the use of equipment, tools and artefacts.

5.2 Children should be supervised at all times and any other adults within the classroom should be familiarised with safe practices. Children will require specific training in safe ways to use potentially dangerous tools and equipment. The best way to achieve this is by clear, confident demonstrations and positive guidance.

5.3 Any faulty equipment should be taken out of circulation immediately and reported to the art co-ordinator.

6. The Early Years Foundation Stage

6.1 We encourage the artistic development of our children in the Reception class as an integral part of their work. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the artistic development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

6.2 We provide a rich environment in which we encourage and value imagination and creativity. Children regularly experience a wide range of media, materials and activities, which they respond to using the various senses. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment.

7. Cross-curricular links

7.1 Art and design contributes to developing their artistic and cultural awareness as well as developing their understanding, self-expression, vocabulary and ability to communicate. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

7.2 The use of key vocabulary is modelled by the teacher and is encouraged to be used by the children. It can form part of the classroom or whole school displays.

7.3 In art and design, reading is promoted in order to research artists, craftspeople and designers and to learn about their lives, techniques, tools and materials used. The children are encouraged to read about the life and works of artists such as Lutz Baar, Vincent Van Gogh, Georgia O'Keeffe, William Morris, Henry Moore and Piet Mondrian and to research both modern and historical artistic styles.

8. Teaching art and design to children with special needs

8.1 At St Bernadette's we plan to provide for all pupils to achieve: boys and girls, higher achieving pupils, more able pupils, those with SEND, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds. The school curriculum policy provides a broad and balanced education for all children by matching the challenge of the task to the ability of the child.

9. Assessment and recording

9.1 Teachers assess children's work in art and design by making assessments against the learning objectives as they observe them working during lessons and of their final products and evaluations. At the end of each block of work, teachers highlight the key skills achieved by each ability group, using this to plan the future work and to ensure progression.

9.2 At the end of each year, teachers make an annual judgement of the attainment of each child against the KLIPs statements for their year group: working towards, working at or working in greater depth. These records form part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

9.3 The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected achievement in art and design in each year of the school.

10. Resources

10.1 There are a wide range of resources to support the teaching of art and design across the school. We keep most of our equipment, tools and materials in our own classrooms or the art store within the hall area (which is only accessible by adults).

10.2 Each year the co-ordinator circulates a 'wish list' for the teachers to complete and uses this to order prioritised stock.

11. Whole School Activities / Community Links

11.1 Our school is committed to providing all children with a range of art and design activities. We have links with the wider community, for example, through the annual Seaside art competition and the Round Table Nativity competition. We have also taken part in initiatives like the Big Outdoor Art Challenge.

11.2 Display are used to showcase and promote the work done by children within and across the Key Stages. The use of background information about artists, craftspeople and designers and their techniques combined with key questions, encourage children to actively engage with the artwork.

11.3 We use our school's website to inform parents about our exciting art work projects and to celebrate our children's successes.

12 Monitoring and review

12.1 The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the art subject leader. The work of the subject leader also 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 the school.

12.2 The co-ordinator monitors the pupil assessment information and notes which children are on track as well as those who are making beyond or below expected progress. These informed the basis for discussion with the next class teacher who is expected to plan learning opportunities for development, challenge and support.

12.3 The annual development plan is reviewed with the Headteacher and recommendations for development are recorded as part of the ongoing school self-evaluation programme.

13. Staff Development and Training Opportunities

13.1 Staff development needs are identified through consultation with the Headteacher or Art and Design co-ordinator. These needs are addressed through a range of opportunities: in school support or via Blackpool/Lancashire's professional development programme.

Signed: DAtkinson

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