



St. Joseph's Catholic Primary School

Art and Design Policy

January 2018

- APPROVED by the governing body on 11th March 2015
- THIS POLICY WILL BE REVIEWED every three years.
- LAST REVIEWED: 11th July 2018
- DUE FOR REVIEW: March 2021

The importance of art and design to the curriculum

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design plays in their own and others' lives in contemporary life and in different times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

Assessment and Expectations

Teachers assess children's work in art and design by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers then use this information to inform annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Assessment procedures/targets are being explored as a way to guide and assess children.

The aims of art and design and how these contribute to the school's aims

The school aims to:

- develop knowledge, understanding and enjoyment of art and design;
- develop the pupils' ability to observe, learn and record from the world about them;
- use a variety of materials, tools and processes, safely, experimentally and with increased confidence;
- develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- recognise the contribution that art makes to learning in other subjects and aspects such as literacy, numeracy, R.E and history;
- develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present;
- develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
- develop the ability to recognise different kinds of art, craft and design and why and how they are different;
- develop pupils' awareness of and confidence in drawing, painting, sculpture and other art, craft and design techniques;
- develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence;
- produce creative work, exploring their ideas and recording their experiences;

Entitlement and curriculum provision

Across the school 3 percent of curriculum time is allocated to art and design. This amounts to 24 hours at Key Stage 1 and 27 hours at Key Stage 2 per year. The time is used to deliver the school's scheme of work. The school's scheme of work has been developed by the Art and Design Co-ordinator which is based on National Curriculum and builds upon the fundamental skills in art and design. To extend the provision for the subject, Key Stage 1 pupils have the opportunity to attend an after-school club.

Teaching and Learning

The class teacher and/or teaching assistant teaches all pupils art and design each week. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (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. All pupils in

both Key stages use a sketchbook in class for research and independent work. This also helps to monitor pupil's progress. Pupils are encouraged to work in collaboration when making large-scale work.

Assessment and recording

Assessment procedures/targets are being explored as a way to guide and assess children.

Assessment will take place informally during lessons through discussions and observations

As children use sketchbooks across key stage 1 and 2, the sketchbooks allow teachers to monitor children's progress and shows evidence of progression.

Sketchbook scans are conducted by the by the art-coordinator and the findings are recorded and shared with staff.

Inclusion

Teachers ensure activities support and resources enable all pupils to participate in art and design.

Organisation

Art is time-tabled but art and design is also used to support and extend teaching and learning activities in other curriculum subjects through the making of paintings, drawings or other outcomes.

Resources

Each classroom has a set of art materials and equipment for drawing and painting. The Art Coordinator is responsible for the 'Art Supplies' cupboard containing other art and design tools and materials.

The learning environment

A range of art and design is displayed in classrooms. The outside environment is used as a resource for the making of art and design.

Safe Practice

The school's policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Pupils will be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Particular care must be taken with sharp cutting tools. Pupils must be taught to recognise hazards and take appropriate action.

Extension or extra-curricular opportunities

The school organises an after school art club for key stage 1 pupils.

The contribution of art and design to other subjects in the curriculum

English

Poetry, stories and graphic descriptions of characters or events are used as a basis for imaginative work. Pupils are encouraged to talk about and make expressive work to portray their feelings about the world they live in and social events such as other peoples' way of life and fictional, contemporary or historic events. Pupils look at, talk and write about the work of other artists.

Maths

Maths is a feature of work in art and design through the investigation of shape, scale, space, form and pattern. In making both 2 and 3 dimensional work the pupils use measure and estimation when composing work and in choosing the size, amount, type and quality of materials.

Computing

The pupil's skills, knowledge and understanding in computing are developed through the use of a research, using a digital camera on the iPads and art programs.

History

In art and design pupils are encouraged to use materials to express their own feelings, ideas and values. Historical periods are used as a stimulus and for pupils to discuss and explore through their own art work.

Spiritual development

In art and design pupils are encouraged to use materials to express their own feelings, ideas and values. Works of art, craft and design are used as a stimulus and for pupils to discuss and compare how other artists, craftspeople and designers express their own ideas and feelings.

SEN/Dyslexia

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at St Joseph's School. SEN children are not viewed as a separate entity but are part of the whole school approach and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

In order to meet the needs of all of our children we have achieved the 'Dyslexia Friendly Schools status.' We believe that this not only benefits children with dyslexic tendencies but will also have a significant impact on other pupils whose Literacy

skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

Role of the Co-ordinator

- Ensuring that the art policy is implemented consistently throughout the school;
- Establishing collaboration between year groups;
- Coordinating displays;
- Organising resources to support the school art policy and scheme of work.

Staff Development and Support

- Providing advice and assistance to all staff;
- Arrange in-service support when necessary;
- Keep up to date on the use of Art in the curriculum;
- Liaising with other schools by attending updates.