

ST JOSEPH'S RC PRIMARY SCHOOL
ART & DESIGN POLICY
SEPT 2019

We, at St Joseph's RC Primary, strive for excellence and enjoyment in education by providing a safe, secure, caring, family environment where all are valued and respected as individuals. We will endeavour to enable all children to reach their full potential, whilst growing in their love and understanding of the Christian faith.

Introduction

"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

To develop and extend pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world, 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.

Objectives

Our Art and Design Curriculum will:-

- provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self-esteem;
- develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience;
- foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions both expressively and in design;
- develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources;
- encourage pupils to evaluate and review their work and that of others, both individually and in group;.
- provide pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas. ;
- develop pupils' understanding and appreciation of art and design as a positive force within their everyday life;
- encourage pupils to respond to, and articulate opinions on art, craft and design and sculpture and use a specialist art vocabulary when describing their work and ideas.

In Key Stage 1 activities will introduce pupils to different ways in which the ideas and feelings are presented in a visual form by:-

- explore and develop ideas by drawing, collecting ideas and talking about them;

- try out a range of materials and tools for drawing, painting, collage, textiles, digital, media and printing;
- think and talk about our ideas as we work so that we can change things if we want to;
- learn and understand about colour, line, texture and shape by exploring them;
- look and talk about the work of other artists, craftworkers and designers including examples of work from the locality, contemporary work and from a variety of periods and cultures.

In Key Stage 2, activities will extend pupils' understanding of how ideas and feelings are communicated in visual form. They should investigate the use of artistic elements in practical work including:-

- investigate, record and develop our ideas by collecting information in our sketch books learn to use different materials and tools (including ICT) to create our art work;
- adapt our own work after discussing, comparing and learning from our own and others' work;
- learn more about the visual and tactile elements such as colour, line and shape etc and how to use them;
- look at art, craft and design work of other artists, craftworkers, architects from different times and cultures and use this to help in developing our own work.

Teaching and learning styles

The school uses a variety of teaching and learning styles in art and design lessons. Our principle aim is to develop the children's knowledge, skills and understanding in art and design. Teachers should ensure that the act of creating work includes exploring, developing and evaluating ideas, skills and techniques. This is best achieved through a mixture of whole-class, individual and group activities. Teachers should draw attention to good examples of individual performance as models for the other children. Children should be encouraged to evaluate their own ideas and methods, and the work of others, and to express what they think or feel about them. Children should be given the opportunity in lessons to work individually and to collaborate with others, on projects in 2 and 3 dimensions and on different scales using a range of resources and technology including ICT.

In addition children should be provided with a range of opportunities and experiences, through visiting artists or groups and educational trips, to develop their awareness of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

We recognise that we have children of differing ability in all our classes and so provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies:

- Setting common tasks that are open ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.

Planning

Art and design planning is taught through a cross curricular, topic based curriculum. Teachers from foundation stage to Year 6 plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group and throughout the year.

All teachers plan before the start of each new topic, and at this point highlight the skills that will be covered. Although the individual lessons might, by the very nature of creativity, be slightly

different from class to class within a year group, the most important aspect to be considered is the skills that need to be covered.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

Contribution of art and design to teaching and learning in other curriculum areas.

Through art and design, children are offered the opportunity to be creative and imaginative and to experience inspiration and enjoyment. Through their experience of the arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities. Learning through art and design enables children and young people to:

- Express themselves in different ways and be creative.
- Experience enjoyment through creativity, performance and presentation.
- Develop important skills specific to art and design and also transferable skills.
- Develop an appreciation of aesthetic and cultural values, identities and ideas.

Developing successful learners

From the earliest years, children and young people's experiences in art and design can help them to express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems. They can develop knowledge and skills related to the different arts, and strengthen broader skills such as the use of different technologies.

Successes in the arts can also fuel achievements in other areas of learning.

Developing confident individuals

The arts encourage children and young people to become more self-aware and confident as they draw on their own ideas, experiences and feelings and express these through, for example, improvisation, movement, sound, line and shape. They can drive personal satisfaction and happiness from experiencing the different art forms and taking part in them. Successful participation encourages them to develop self-discipline, determination and commitment. For some, the arts provide important opportunities to achieve a real sense of success.

Developing responsible citizens

The arts can enable young people to explore difficult ethical questions and, by providing ways of expressing responses to personal and social issues, help young people to question and develop stances and views. Children can explore the importance of cultures, the arts and heritage of their own and other communities, and gain understanding of the cultural values and come to recognise the importance of the arts to the national identities.

Developing effective contributors

The arts offer powerful opportunities for children and young people to develop their creativity, work co-operatively and communicate with others, and show initiative, dependability, leadership and enterprise. At all ages, participation in the arts – individually, in groups or communities – can greatly enhance the quality of life in families, the school and the community.

Inclusion and SEN

Art and design is taught to include all children, whatever their ability. Art and designs forms part of our school curriculum policy to provide a broad and balanced education for all our children. All teachers plan to provide accessible learning opportunities that are matched to the needs of individual children.

Assessment and recording

Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. 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 through sketchbooks, display and photographs.

Teachers will record skills taught through target tracker which will form level based judgements and identify areas that need greater focus. This will support teachers planning.

Children's progress in Art and Design is reported to parents through termly parent's evenings and within pupil annual reports.

Health and Safety

Pupils will be taught to use materials, tools and equipment safely. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature.

The Role of the Subject leader

- To ensure the progression of skills are covered in each year group.
- To monitor the curriculum and the progression of the Subject.
- To review the needs of Art and Design.
- To support teachers in promoting high standards.
- To ensure a full list of equipment and resources is kept.
- To ensure good Health and Safety practices are followed.
- To regularly review the Subject ActionPlan.

Review

The effectiveness of the teaching and learning in Art and Design will be regularly monitored by the Headteacher and Subject leader.

To be reviewed: