



St Monica's Catholic Primary School

Art and Design Policy

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Rationale

At St. Monica's our Mission Statement prompts us all to 'Never stop trying' and 'Aim to be the best we can be'. In planning how we teach art, craft and design, these statements inspire us to provide a curriculum that embodies 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.

1 Aims and Objectives

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. 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 on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The objectives of 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

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in art and design lessons to stimulate interest through exciting experiences that are different to other learning experiences and provide new

contexts for learning. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring

and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them, and develop ideas together. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT. The use of display is encouraged to stimulate children's ideas and to celebrate their completed work.

2.2 The Programme of Study for art and design as identified in the National Curriculum and aspects of art and design within the Foundation Stage Curriculum will be taught to all of the children in ways that are appropriate to their abilities. Teachers will carefully consider different learning styles and needs and cater for these when planning and teaching art to develop their knowledge and understanding and use of key skills.

2.3 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- securing their motivation and concentration;
- providing a range of challenges with different resources;
- adapting activities and equipment;
- using additional adults to support the work of individual children or small groups.

3 Art and Design Curriculum Planning

3.1 Art and design is a foundation subject in the National Curriculum. The Art scheme includes units which build upon prior learning; progression and continuity are built into the scheme, so that there is an increasing challenge for the children as they move up through the school. The programme for each year ensures that the breadth and balance of experience, skills and curriculum content is appropriate for the age range. The scheme Art Express is available for staff to use to support their MTPs.

3.2 'ART EXPRESS, a complete art and design scheme for primary class teachers' is used to inform planning for KS1 and KS2. The units build upon prior learning and offer children the opportunity to develop and practise skills as they move up the school. The scheme provides teachers with CPD and digital resources, to support effective teaching of: drawing, painting, printing, sculpture and textiles. The scheme has informed the whole school knowledge and skills progression map. This also takes account of the school's context, identifying places of interest and relevance in the immediate and wider locality. Our medium-term plans define what we will teach, and ensure an appropriate balance and distribution of work across each term.

3.3 The Art Express scheme has six content areas: drawing, painting, printing, collage and textiles, sculpture and digital media. Three of these units are covered in each year group and an overall plan for each key stage ensures that all the units are covered. The children develop the process of enquiry and experimentation that generates ideas and develops their familiarity with different materials.

3.4 We take part in the annual Primary Art Network Project which results in an exhibition of 2D and 3D work.

4 The Early Years Foundation Stage

4.1 We encourage creative work in the Reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Expressive Arts and Design area of the Early Learning Goals. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. When researching the work of different artists they develop their descriptive language. Through reading, speaking and listening, pupils share their developing views and ideas, using this to inform their own creative actions.

5.2 Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape, space, symmetry and pattern through work in two and three dimensions.

5.3 Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. Children can represent their feelings /emotions through a piece of art work. Children design posters for Anti-bullying week.

5.4 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople. We take part in the Primary Art Network Project which results in an exhibition of 2D and 3D work, which showcases art from local primary schools. Pupils also design their own Christmas cards.

6 Art and design and ICT

6.1 Information and Communication Technology enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas. The children

also use the Internet, to find out more about the lives and works of famous artists and designers, and use this as a stimulus for their own work. The school iPad and class camera enables digital media to be incorporated into the art curriculum, giving children the opportunity to use digital imagery in a variety of ways.

7 Art and design and inclusion

7.1 When planning, teachers will set high expectations and provide opportunities for all pupils to succeed. We teach art and design to all children, whatever their ability and individual needs. We need to be aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn. Teachers will plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils - boys and girls, pupils with special educational needs, disabilities, special gifts and talents, from all social and cultural backgrounds and those of different ethnic groups, eg. G&T workshops. (See SEN and G&T policies).

7.2 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the school environment, (a visit to an art gallery, for example) we follow procedures outlined in the Educational Visits Policy.

8 Assessment for learning

8.1 We assess the children's work in art and design while observing them working during lessons. Marking and feedback of art and design is ongoing throughout the lesson and this is in line with the feedback and marking policy. This can be through verbal feedback, self-marking and /or teacher marking. Teachers are encouraged to give ongoing feedback throughout the lesson to individuals and groups of pupils so that pupils are progressing well and misconceptions are quickly picked up. Staff are not expected to write marking comments in individual books, but they will complete a feedback sheet where necessary so that they can pick up pupil misconceptions and plan for future learning. Teachers use these to record children's achievements and then put the information on to Classroom Monitor. The attainment targets are split up into year groups.

8.2 Children are encouraged to assess and evaluate both their own work, work of other pupils and the work of artists/ architects etc. This helps them to appreciate how they can improve their performance and thus to become more independent learners.

8.3 EYFS children have individual folders to keep their work and photographs of their work in, providing evidence of skills taught and how work is developed as well as the end product. KS1 & KS2 children use sketchbooks to record their observations and use them to review and revisit ideas. These are valuable to teachers as part of the assessment process as they document the thinking and creative actions of the pupil. They are also a place where teachers can write feedback and engage in developmental language.

9 Resources

9.1 We have a wide range of resources to support the teaching of art and design across the school. In the staff room we have a selection of basic and specialised resources which are organised for staff to access. The art subject champion maintains and supplements the resources needed in school where necessary. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

10 Monitoring and review

The monitoring and reviewing of the subject is carried out according to the M&R Cycle. The Art Champion undertakes a range of monitoring and development activities, evidence for which is kept in the Subject Champion Evidence File. These activities include learning walks to monitor displays, lesson observations, scrutiny of planning and the monitoring of Art folders and sketchbooks.

Signed:

Chair of Education Committee

Date: