



St Mary's Catholic Primary School

Art and Design Policy

*We grow and learn in the footsteps of
Jesus*

Approved by	
Name:	
Position:	
Signed:	
Date:	September 2020
Proposed review date ² :	September 2021

Aims and objectives:

At St Mary's we believe that Art and Design is an important way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people in regards to self-confidence and creativity. Art provides the opportunity for children to show their feelings and passions through a manner different to any other. The subject embodies some of the most vital methods of human creativity. We provide opportunities for all children to experiment, invent and create their own works of art as well as thinking critically about art. We also focus on how art and design reflect our history and contribute towards culture.

The objectives of teaching art and design in our school are to enable children to:

- produce creative work whilst exploring their ideas and thinking about their own, personal experiences,
- practise drawing painting, sculpture and other techniques,
- evaluate and analyse creative works using the language and key vocabulary of the topic,
- know about significant artists and craft makers, and the impact that this has had on the history and culture of the subject.

Teaching and learning strategies:

At St Mary's School each teacher strives to make art and design an enjoyable learning experience. We encourage children to participate in a variety of artistic tasks through which we aim to build up the confidence of all children. Part of our teaching focuses on developing the children's ability explore their own ideas to produce creative work.

Through cross-curricular teaching, we are able to explore our history through a various art forms. We teach them to analyse and give their own opinions on various pieces of art and craft work, using key language and vocabulary. This should enable the children to think more critically and show a deepened understanding of the subject. Children develop descriptive skills in lessons when learning about how art can represent feelings and emotions. We teach the key skills involved in drawing, painting and sculpture, as well as a range of other art and craft techniques.

We recognise that in all classes children have a wide range of artistic ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- providing an opportunity for all children to show self-expression,
- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty,
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

Additional Art and Design teaching:

Each class in KS2 spends at least one half term focusing on specific Art project. This runs over the course of the whole half term and is taught by Mrs Greenwood.

Completing a project is something that the children really enjoy. In the future, we hope to create a form of Art gallery for the children in school to display and share their work with our school community. Art in the school is very popular and children will often volunteer to create and design on their own violation whenever they can. We will be starting an after school Art club to give the opportunity for children to explore the subject even further on their own accord.

Curriculum Organisation:

Our school uses the national scheme of work for art and design as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in art build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in art and design in three phases. The long-term plan maps the topics studied in each term during the key stage, linking the unit to the class topic studied that term where possible. The subject leader devises this plan in conjunction with teaching colleagues in each year group.

The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The class teacher sorts the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

Children in the Early Years Foundation Stage follow the development matters curriculum. Art is covered in the section of Creative Development. A topic based approach is used to help children work towards the Early Learning Goals which underpin the curriculum planning for children aged three to five.

The contribution of music to teaching in other curriculum areas:

English – Art and design contributes significantly to the teaching of English in our school by actively promoting the skills of inference and expression. Children develop their inference skills by thinking about the meaning of colours, textures and the symbolism that they hold for the art piece. Art is also used to stimulate discussion or creative writing. Through working with others in an artistic setting, children develop their ability to communicate ideas effectively.

Personal, social and health education (PSHE) and citizenship – Art contributes significantly to the teaching of personal, social and health education and citizenship.

Through the common goal of making and designing, children learn to work effectively with other people, and to build up good relationships. Art is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence and personal expression.

Spiritual, moral, social and cultural development - Creating and designing pieces of work can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that art has on people's feelings, senses and quality of life. Children at St Mary's School have the opportunity to encounter artwork from many cultures and, through their growing knowledge and understanding, they develop more positive attitudes towards other cultures and societies.

Art and Computing:

Information and communication technology enhances the teaching of art and design, where appropriate, in all key stages. They also use computing to enhance their research skills by using the Internet. They electronically design and create new pieces and then save these to add onto, later. This then provides them with an opportunity to evaluate their own work. Children also use Computing to improve the presentation of their work.

Art and Design and inclusion:

At St Mary's School we teach Art and Design to all children, whatever their ability and individual needs. Art forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art teaching we provide learning opportunities that enable all pupils to make good progress. The school strives to enable all children to reach their potential and children with Special Educational Needs and more able children are included in all work planned from the programme of study at an appropriate level. The SEN Code of Practice and the school's Gifted and Talented policy are followed to identify individuals in need of additional support and to provide the appropriate support to enable them to progress.

Assessment:

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work and suggest how others could improve their work.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. This is used to track pupil's progress and to ensure all children are progressing appropriately.

Assessment in the Early Years Foundation Stage is done systematically through ongoing observations of the children. These observations are used to provide evidence to assess the children against the Early Learning Goals.

The Art and Design subject leader keeps samples of children's work in a portfolio, which they use to demonstrate the expected level of achievement in music for each age group in the school. The children also use sketchbooks that are carried throughout their educational careers in the school, to demonstrate progress and show the development of techniques.

Resources:

An audit is carried out prior to the start of each school year to ensure there are sufficient resources for all art and design teaching units in the school. The resources are located in a central store in clearly labelled baskets.

Monitoring and review:

The Art and Design subject leader is responsible for the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for giving the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and of visiting classes to observe teaching.

This policy will be reviewed at least every two years.

Reviewed: September 2020

Signed:

Date: