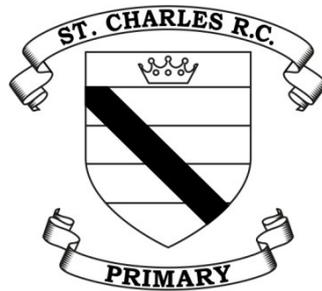


St Charles RC Primary School

Art and Design Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



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Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Introduction

What is Art and Design?

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in

shaping environments. They explore ideas and meanings in the work of artists, crafts people and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and different times and cultures. Understanding appreciation and enjoyment of the visual arts have the power to enrich our lives.

“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 2013)

What are the aims of the Art and Design Curriculum?

At St Charles RC Primary School the teaching of art and design should help children to develop an interest in and appreciation of the creative world.

- To promote a stimulating environment in which creativity, originality and expressiveness are valued.
- To enable pupils to acquire a wide range of skills and concepts through a balanced curriculum and apply these appropriately in a variety of art media.
- To provide teaching and learning for the development of co-operation, communication, confidence and creativity.
- To develop an appreciation of art within children’s own work and their environment and within the work of artists, craft workers and designers from a variety of genres, cultures and historical periods.
- To use skills and imagination, tools and materials safely to communicate confidently in the visual and tactile world.
- To provide every child with the breadth, depth and progression of experiences which allows them to effectively explore ideas, investigate, make, evaluate and develop their own work.
- To make use of new technology and ICT.
- To display work in the classrooms and communal areas for the enjoyment and appreciation of all.
- To provide opportunities to visit museums, galleries or other sites of artistic interest to help children develop through collaborative working.
- To give all pupils the opportunity to work with professional artists at some point during their time at our school.
- For the exploration of the visual media to provide inspiration and creativity, to enrich extend and support other subjects across the curriculum.
- To foster an enjoyment that may lead to an involvement that is life – long.

Planning

At St Charles RC we have a standard format for medium term planning for all Foundation subjects at KS1 and KS2. These plans outline the main learning objectives, planned activities, differentiation and the criteria against which the children will be assessed. Art and Design may be taught as a cross curricular topic or theme to include ICT when appropriate.

The planning is linked to the National Curriculum expectations. 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Art and design – key stages 1 and 2

Subject content Key stage 1

Pupils should be taught:

- ♣ to use a range of materials creatively to design and make products
- ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history.

The Early Years Foundation Stage

The EYFS currently develops the skills laid out in the Early Learning Goals document and works within a themed planning grid that enables delivery to take place within a specific topic. Within the Nursery and Reception classes the children are encouraged to:

- Differentiate colours and explore what happens when they are mixed.
- Work creatively on a large or small scale -Use lines to enclose space and use these shapes to represent objects,
- Understand that different media can be combined to make constructions, collages, paintings and drawings.
- Explore colour, texture, shape, form and space in 2D and 3D.

Resources

Most art and craft resources are kept in the individual classrooms. There are a range of books, pictures and photographs of artists and designers works kept by the coordinator, along with specialised resources. It is requested that all staff keep the resources tidy.

Classroom Management

The following points should be considered when teaching art.

- ♣ Furniture may have to be rearranged.
- ♣ Resources should be clearly labelled and readily available to develop independent learning. Basic equipment should be available at all times.
- ♣ A variety of groupings may be necessary as some activities have limited resources whereas some are suitable for whole class work.
- ♣ Children should have the opportunity to discuss their work.
- ♣ Children's work should be carefully displayed in classrooms. This encourages children and shows that their work is valued.

Staff Development

All staff should have the opportunity to review resources available and to attend courses as needed. Art will form part of the regular review in the School Improvement Plan.

Assessment, Recording and Reporting All record keeping assessments will inform future planning.

Assessment will take the form of:

- ♣ Descriptive judgements based on accumulated evidence including that of previous teachers.
- ♣ Observing children working, individually or in groups.
- ♣ Observing the progression of a piece of work or the end product.

Criteria for success at each key stage

- Pupils will each have a sketch book as a record of experiences covered and to show progression.
- Selected evidence of pupils work will be kept. This may be in the form of photographs.
- Discussion with children about what they think about their work in order for them to develop the skills of self evaluation.
- Art will form part of the annual report to parents.

Health and Safety

Teachers are responsible for the health and safety of the children in their class. Classroom activities should be as safe as possible and children should be taught to use tools and equipment properly in accordance with the school's Health and Safety policy, which offers further guidance.

The Responsibilities of the Subject Leader

The Art and Design leader has the responsibility for:

- ♣ Reviewing and evaluating the policy statement and scheme of work.
- ♣ Monitoring and reporting on Art and Design.
- ♣ Liaising with other schools and artists.
- ♣ Advising and keeping staff informed on development in the subject and planning for staff training.
- ♣ Planning on how the annual budget allocation for this subject will be spent

The school policy will be regularly reviewed and amended in line with the School Improvement Plan and national trends.

Pupils with Special Educational Needs and Disabilities

“Art is a means of communication not bound by written or spoken language and enables pupils with SEND to develop a capacity for self expression. Art can help to develop positive attitudes in pupils, not only to themselves but also to other people.”

Art in the National Curriculum Children bring many different levels of experience and understanding of art and design to the classroom. The individual ability of each child is to be taken into consideration when delivering this subject. Work should be planned to provide opportunities for children working at different stages of development to achieve their full potential.

Children with SEND can be helped in many ways. For example:

- ♣ Offering a range of tactile experiences for pupils with visual impairment.
- ♣ Adapting tools for pupils with physical disabilities.
- ♣ Using art as a means of expression for children with language difficulties.

Opportunities for Gifted and Talented pupils need to exist. This maybe in the form of school based workshops, or events at other schools or the local feeder high school. These pupil’s needs are incorporated into teacher’s planning with appropriate activities at the required level.

Equal Opportunities

St Charles RC Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

We believe in ‘valuing what the child brings to school’ and recognise the importance of supporting a child’s first language, not only to foster self-esteem, but to assist in the learning of English.