

Sacred Heart Catholic Primary School



Art and Design Policy

2017-18

PROUD of our children: **PROUD** of our school: **PROUD** of our faith

Date Policy agreed	June 2017
Governors Committee Responsible	Teaching, Learning and Curriculum
Governor Lead	
Status and Review Cycle	Every two years
Next review date	June 2019
Headteacher signature	
Chair of Governors signature	

DOCUMENT PURPOSE

This policy reflects the current philosophy and practice in relation to the teaching and learning of Art at Sacred Heart Catholic Primary School. The policy has been up-dated in response to the requirements of the New National Curriculum introduced in September 2014.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in Art. The policy offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

MISSION STATEMENT

Our Mission Statement set out what our school stands for; beliefs, ethos, values and purpose.

At Sacred Heart we are:

PROUD of our children; **PROUD** of our school; **PROUD** of our faith.

We aim:

To live as a Christian family inspired by the values of Jesus.

To celebrate and develop every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

The staff of Sacred Heart Catholic Primary School will work to give each child the tools necessary for them to make **progress**, show **resilience**, approach subjects with an **open heart**, celebrate **uniqueness** (irrespective of ability) and provide opportunities to **demonstrate their faith**. From this each child will have a strong sense of self-worth and self-esteem. We are **PROUD** that all teaching and learning is underpinned by the school mission statement.

This Art and Design Policy sets out how we achieve our Mission Statement and School Aims

AUDIENCE

This Art policy document is available to:

Teaching and Support Staff

Governors

Parents

Supply Teachers

Copies of this policy are available through the school website and also through the school office on request.

THE PHILOSOPHY OF ART

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.

Subject Aims

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.

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,
- to be creative, imaginative and to experiment with a wide range of media to express their ideas
- to develop an increasing awareness of different kinds of art, craft and design
- 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.

CURRICULUM AND SCHOOL ORGANISATION

Content

Foundation Stage

In Nursery and Reception children are given the opportunity to find out and learn about themselves and the world in which they live. They explore colour, texture, shape, form and space in natural and made objects. They will experiment with resources from their own environment and different cultures.

Particular reference is made to Early Years Foundation Stage 'Development Matters' for Creative Development when Planning for Art in the Foundation Stage.

Key Stage 1

In Key Stage 1 Art and Design we aim to develop children's creativity and imagination through providing art, craft and design activities that relate to children's own experiences, the natural and man-made objects with which they are familiar and the locality in which they live as well as exploring art in other cultures.

Children explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape, space, pattern and texture to communicate their own ideas and feelings. The children use a variety of 2d and 3d art materials and a range of tools and techniques in their art and design work. Children are given opportunities to work independently and collaboratively on a variety of scales. Children are given the opportunity to evaluate artists work and ask sensible questions about a piece of art.

The use of a sketch book to record the development of skills is introduced in early Key Stage 1 and is almost like a creative diary that documents the creative thoughts and processes each child encounters on their journey throughout our school.

The National Curriculum and The Learning Challenge Curriculum are used as a basis for planning at Key Stage 1.

Key Stage 2

At Key Stage 2, Art and Design aims to develop the children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the functions of art and design in the locality and in the wider world. They continue to keep a sketchbook to develop ideas and annotate these with deep thought and insight. Children improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art in different times and cultures. Children can create a piece of art in response to another artists work.

The National Curriculum requirements and key skills listed in The Learning Challenge Curriculum are used to ensure appropriate coverage happens throughout each year group in Key Stage 2.

The Art Curriculum is organised into an increasing degree of difficulty that aims to stimulate, challenge and enhance the development of key artistic skills.

Within both Key Stage 1 and 2 the children focus upon the key artistic skills and the acquisition and development of these in a progressive manner, throughout their school career. Our approach to art through sketchbook exploration, leading through to a final piece is carefully planned and facilitated. Pupils journey through a process of exploring starting points, they carry out research, developing their ideas, before producing a final design.

PLANNING and LEARNING STYLES

The teachers who deliver the Art curriculum within their age range are responsible for planning a broad, balanced curriculum in line with the requirements of the New National Curriculum 2014.

The expectation is that learning and teaching styles will differ from each lesson and will address the needs of the children and of the subject content being taught.

At Sacred Heart we utilise many learning and teaching styles. Art will be taught through themed based lessons alongside and within other curriculum lessons e.g. Literacy, Maths, Geography, History, Science, Technology and Computing. Art should be biased towards practical, enquiry based lessons using a range of sources and resources. Pupils should aim to become professional artists. Through Key Stages 1 and 2 they refine their fine motor skills and their thinking and

questioning should become more sophisticated. The demands on them, in terms of knowledge, thinking and mark making, become more challenging.

ASSESSMENT RECORDING AND REPORTING

Teachers assess children's work in art in a variety of ways. Younger children may talk about their learning using appropriate vocabulary and give reasons for their thinking. They can model their mark making skills and link what they can do to artists who are contemporary or from the past. They can comment on the work of others, stating what is successful about the work or how it could be improved. They can change and improve their work based on feedback or spend time developing a weak skill until it becomes stronger. Older children may produce more complex and detailed work and carry out questioning, research, analysis and present clear sketches that note connections and contrasts over time between starting points and artists. Teachers will make informal judgements during lessons. They will record the progress children make by assessing children's work against the lesson's learning objective. Teachers then use these judgements to inform and plan for future learning. It is also very important that children are involved in their own assessment and they are given the opportunities to evaluate, reflect upon and talk about their own learning. Therefore, pupils, dependent on the age and ability, are involved in actively evaluating their own work and thinking about possible improvements and future targets.

The Early Learning Goals and National Curriculum expectations are used to summarise performance for the purposes of reporting to parents and carers. The annual report is sent home in June.

THE ROLE OF THE ART SUBJECT LEADER

The responsibility of the Art subject leader is to:

- Provide leadership and management of the subject to secure high quality teaching and learning
- Play a key role in motivating, supporting and modelling good practice for all staff
- Provide support for colleagues in the planning and teaching of Art
- Renew, update and complement the resources needed to deliver the Art curriculum
- Monitor, evaluate and review whole school planning, to ensure progression and continuity.
- The monitoring of the standards of children's work. Photographic evidence can be used to support this
- Keep staff informed of developments or changes in the Art curriculum
- To identify areas for development and to formulate/evaluate action plans.
- Provide a strategic lead and direction for the subject across the whole school.
- To report to the Head Teacher and Governing Body on Art related issues
- To liaise with outside agencies and attend subject specific courses

RESOURCES

Our school has a wide range of resources to support the teaching of Art. These are situated in each classroom as each have a supply of materials provided to match their topics. The school's resources include: varied sketching pencils, good quality drawing paper, sketchbooks, paint, brushes, charcoal, pastels and watercolour pencils. Visits to art galleries are arranged as are visitors and experts to our school to explain and expand on the children's learning. Forms to apply for project loans are available and the library is full of useful books and resources.

CROSS CULTURAL OPPORTUNITIES

We ensure that all children irrespective of their ability/disability have access to the Art curriculum. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. To reflect the diversity of our society, we ensure that children have access to the work of artists, artefacts and resources from a range of gender, ethnic backgrounds and cultures.

Special Educational Needs and Able Pupils

The school uses a variety of teaching and learning styles in art lessons. The principal aim is to develop children's knowledge, skills and understanding. Teachers ensure that the children apply their knowledge and understanding when developing ideas and understanding.

We teach art to all pupils, whatever their ability and individual needs. Art implements the school curriculum policy of providing a broad and balanced education for all children. Through art teaching, we provide learning opportunities that match the needs of children with learning difficulties and take into account the targets set for individual children with additional needs.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps to ensure all pupils are able to access the curriculum and make maximum progress.

TRAINING AND DEVELOPMENT

The subject leader should:

- Audit staff skills and confidence in the teaching of art on a regular basis;
- Arrange training for individuals as required;
- Attend courses and support and train staff as far as possible.

Advice regarding all aspects of art can be sought from the subject leader and any requirements for training can be discussed and planned for.

MONITORING AND EVALUATION

The Art Subject Leader together with the Leadership Team is responsible for monitoring and evaluating Art in line with the whole school policy. The Art policy is reviewed every two years (or as needed) and updated as necessary.