



St Herbert's RC Primary School

ART & DESIGN POLICY

Approved by Governors on: 1st July 2021

Date to be reviewed: Summer 2024

Signed on behalf of the Governing Body: *P Devine (Chair)*



St Herbert's RC Primary School

Art & Design Policy

OVERVIEW

This policy is set within the context of the School Mission Statement:

“Strong in Faith, Hope and Love, for the Common Good”

and the School Ethos:

“By loving one another as God loves us, we can achieve spiritually and academically”

Introduction

At St Herbert's we value the way in which all children are unique and our Art & Design curriculum is designed to match the needs of all of our pupils. The policy is set in line with the teachings of Vatican 2 and the teachings of the Gospel, namely that all children should *“have life and have it to the full.”* (Jn 10:10). This policy outlines our practice for Art & Design.

‘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

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 enrich all our lives.

1.2 Our objectives in the teaching of Art and Design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to produce creative work, exploring their ideas and recording their experiences;

- to improve the children's ability to control materials, tools and techniques;
- to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
- to become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- to foster an enjoyment and appreciation of the visual arts;
- to evaluate and analyse creative works using the language of art, craft and design.

2 Teaching and learning style

- 2.1 The school uses a variety of teaching and learning styles in Art and Design lessons. 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. 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 Information Technology (IT).
- 2.2 We recognise the fact that we have children of differing abilities 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;
 - providing a range of challenges with different resources;
 - having more adults support the work of individual children or small groups.

3 Art and design curriculum planning

- 3.1 As an integral part of school life, art and design subjects are embedded in the school's ethos and planning mechanisms through 'enhancers'. This means it will form part of a wider topic approach. Art and Design time is managed effectively and creatively allowing pupils sustained time for some work. This includes cross curricular projects which can be blocked or allocated time on a termly basis.
- 3.2 We carry out the curriculum planning in Art and Design in two phases: long-term and medium-term. Our long-term plan maps out the themes covered in each term during the key stage.
- 3.3 Our medium-term plans give details of opportunities to teach art and design through both stand-alone lessons and integrated into our topic. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each topic. The subject leader is responsible for keeping and reviewing these plans.
- 3.4 We plan the activities in Art and Design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression so that there is an increasing challenge for the children as they move up through the school. Where appropriate, teaching and learning will be enhanced by giving the children opportunities to work alongside professional artists.

National Curriculum 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

4 The Foundation Stage

- 4.1 We encourage creative work in the Early Years Foundation Stage as part of the statutory Early Learning Goals. These goals underpin the curriculum planning for children aged three to five. 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 artists and other 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 Art and Design enhances and contributes to many other areas of the curriculum. Where possible, Art & Design is made as cross curricular as possible to enable enjoyment and engagement in topics and learning. Children are encouraged to ask and answer questions about the starting points for their work to develop their speaking and listening skills. It helps to develop their mathematical understanding of shape and space through work in two and three dimensions. Art and Design also develops the 'whole child' by allowing them time to discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

6 Art and Design and IT

- 6.1 IT 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 are encouraged to

collect visual information to help them develop their ideas by using digital images, iPads etc. They can then manipulate them through photo-editing or painting software to create a desired effect. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

7 Art and Design and inclusion

- 7.1 We teach Art and Design to all children, whatever their ability or individual need. Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of all children, including those with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.
- 7.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.
- 7.3 Intervention will lead to the creation of a PCP Review. This will include targets specifically made for the child, and the teacher will pay attention to these and other learning targets when planning lessons.
- 7.4 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 classroom (a visit to an art gallery, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 We assess the children's work in Art and Design while observing them working during lessons. Teachers observe the progress made by children against the learning objectives for their lessons. Feedback and Marking: we assess the children's work in art and design by making informal judgments as we observe the children during lessons. Work will be differentiated by ability and once completed where appropriate, children are then provided with feedback which allows them to focus on the next steps in their learning. Evidence of work completed is retained as a working record for the children. In EYFS this can take various forms, eg. observations, work on the wall or in 'Tapastry'. Again in Key Stage One this can take various forms, eg in their topic book, work on the wall or in 'Evernote'. In Key stage 2 each child contributes to their own sketch book with work across the year. This sketch book should then be passed up to the next teacher so that throughout their KS2 life, a sketch book 'diary' has been made with their best work from each year group. Other work can also be retained via other methods, for example in topic books, work on the wall or in 'Evernote'. The Art and Design subject leader keeps evidence of the children's work across the school in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.
- 8.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- 8.3 The Art and Design subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in Art and Design in each year of the school.

9 Resources

- 9.1 We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store. This room is only accessible to staff members in the school, not children and not students.

10 Monitoring and review

- 10.1 The coordination and planning of the Art and Design curriculum is the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in Art and Design, and by providing a strategic lead and direction for this subject;
 - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in Art and Design, and indicates areas for further improvement;
 - uses specially allocated regular management time to review evidence of the children's work, and to observe lessons of Art and Design across the school.
- 10.2 This policy will be reviewed at least every three years.