



ST CHARLES' CATHOLIC PRIMARY SCHOOL

POLICY

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AGREED: JULY 2017	REVIEWED: MARCH 2024	NEXT REVIEW: MARCH 2026

Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

ST CHARLES' CATHOLIC PRIMARY SCHOOL
ART AND DESIGN POLICY

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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims of art and design are:

Key Stage 1

- 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.

Key Stage 2

- To create sketchbooks 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 (e.g pencil, charcoal, paint, clay)
- To learn about great artists, architects and designers in history.

2 Teaching and learning style

2.1 At St Charles' Catholic Primary School our principal aim is to develop the children's knowledge, skills and understanding in art and design. 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/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 say what they think and feel about them through evaluating existing products.

3 Art and Design curriculum planning

3.1 Our long-term plan maps out the themes covered in each term during the key stage. Our art and design subject leader works this out in conjunction with teaching colleagues in each year group.

3.2 An afternoon session weekly every half a term (approx. 1 hour) will be allocated to teaching Art and Design. For some activities it may be more appropriate to block time e.g an Art week. Teachers will be given the flexibility to decide the best approach for each topic.

3.3 We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. We also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 The Foundation Stage

4.1 We ensure an emphasis on creative work in the reception class as this is part of the Foundation Stage curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged four 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. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses.

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.

5.2 Mathematics

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape, space and measure through work in two and three dimensions.

5.3 Computing

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas through research using the internet. Children also use coding to design animations and games. Children use the internet to find out more about famous artists and designers.

5.4 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.

5.5 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 co-operate 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.

6 Teaching Art and Design to children with special needs

6.1 We believe that it is important for all children experience the range of Art and Design activities. We will use opportunities within Art and Design to challenge stereotypes. All children will be encouraged and supported to develop Art and Design capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual children might have in Art and Design so that appropriate teaching and organisation strategies can be adopted.

6.2 Access to the curriculum

St Charles' Catholic Primary School recognises that all children have an entitlement to a broad, balanced and relevant curriculum. Lessons have clear learning objectives; work is differentiated when appropriate and we use assessment to inform the next stage of learning.

7 Assessment and Recording

7.1 Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our monitoring timetable to ensure that progression of skills is taking place.

Namely through:

- ☒ Looking at pupils' work, especially over time as they gain skills and knowledge
- ☒ Talking to them about what they know.

At the end of each topic the class teacher must complete a tracking assessment sheet stating if each child is working towards the expected standard, at the standard or at greater depth. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

8 Resources

8.1 We have a wide range of resources to support the teaching of Art and Design across the school. Resources and specialised equipment is kept in the Art and Design storage areas.

9 Monitoring and Review

9.1 The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Art and Design lead will contribute to the school improvement plan, in which s/he evaluates the strengths and areas for improvement within the subject.