

St. Joseph's



Murtton

ART & DESIGN POLICY



UPDATED: JANUARY 2020

NEXT REVIEW: JANUARY 2022



St. Joseph's Catholic Primary School

Art & Design Policy

Purpose of study

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).

“Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, eyes, your whole personality.” (Quentin Blake)

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.

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.

Planning

In Key Stage 1 and 2 work is planned with regard to the National Curriculum guidelines in the medium term planning .Teachers will work with the Art and Design Co-ordinator to ensure full coverage of curriculum requirements, differentiation and progression. Teachers also use a wide range of picture resources in the form of posters and internet websites. Teachers plan weekly lessons in line with the medium term planning and incorporate other resources to give the children a wide range of experiences. This is recorded in the class teachers weekly planning.

In Foundation Stage children work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage.

Progression

The scheme of work for Key Stage 1 and 2 is designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. Their appreciation and evaluation of the work of other artists will also be encouraged as their experience grows.

In Foundation Stage children work on a range of creative themes and tasks, and they work in Expressive Arts and Design linked closely to other areas of the EYFS, especially Physical Development.



Differentiation

This will be mainly by outcome. Where differentiation is by task it will be based on the children's ability to handle concepts of colour, line, tone, pattern, texture, shape, form or space. The Art Co-ordinator will liaise closely with the SENCO (Special Needs Co-ordinator), to ensure that all our children have appropriate access to art, including provision of special resources or equipment where necessary or possible.

Assessment and Record Keeping

Class teachers will assess children at the end of each term and assessments will be recorded on the Art and Design Spreadsheet assigned to each Year group. Assessment is based on Year group standards and will indicate whether a child is 'emerging', 'developing', 'secure' or 'mastery'.

The Art Co-ordinator will collect data from each Year group and will present the information in a summary report which will be presented to the Governing Body (termly).

Pupils will be encouraged to assess their own work through discussion with the teacher and peers. Because of the personal nature of art it is important that pupils feel confident to experiment and express themselves. Therefore our response to the work must be positive and encourage the children to think about how they can progress or improve their work. Children's work in art is not marked but displays of work demonstrate achievement of success criteria.

Sketch books are used by the children across KS1 and KS2 to experiment and develop their own ideas linked to the topic and are not marked. Work is reviewed once a year and the Co-ordinator will compile photographic portfolios of children's work.

In Foundation Stage, children's Expressive Arts and Design is assessed at the beginning, middle and end of the school year.

Display

We ensure that all children have the opportunity to display their work within the classroom or school. Class teachers display both the work of their children and that of other artists appropriately and imaginatively in their own rooms and communal areas. Work in progress boards are encouraged in each area and a selection of high quality 2D and 3D work from each

class is chosen to display around the school. Interactive displays inviting a response from the viewer are encouraged.

The Role of the Art and Design Co-ordinator

The co-ordinator will:

- ✚ Keep up medium term planning which identifies the Art and Design areas and artists elements which each child should cover year by year, to include suggested tasks
- ✚ Collate class assessments across the school and inform staff of previous achievements of children in their class to ensure progression
- ✚ Compile a photographic portfolio of children's work
- ✚ Monitor resources in the school in terms of consumable materials, reference books etc.
- ✚ Liaise and arrange visits from local artists and suggestions for visits to galleries and exhibitions
- ✚ Keep a photographic record of 2D and 3D art activities throughout each academic year in a portfolio which can be used in a virtual art gallery on the school website

At St. Joseph's Catholic Primary School we aim to strike a balance between theory and practise, enabling pupils to experience a variety of art in different genres and styles from different cultures in line with the National Curriculum.

We believe that:



"Every child is an artist.
The problem is how to
remain an artist
once we grow up"
- Pablo Picasso

Policy reviewed January 2020

It will be reviewed again in January 2022

APPENDIX 1

Subject Content

EYFS

In Foundation stage the children follow the Statutory framework for the early years foundation stage.

Key Stage 1

Pupils will 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 will 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.

