

Art & Design

Date:	September 2017	Review Date:	September 2018
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We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in our safeguarding responsibilities.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. This Policy is one of a range of documents which set out how we wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Introduction

Art & Design is a practical subject about exploring visual and tactile qualities of expression and considering the art and design of others. It encourages experimentation and originality, and accepts every style and all abilities. It is a celebration of children's imagination and a celebration of life in all its fullness.

We have a strong Christian ethos and we celebrate and respect our different cultural communities. It is our belief that art education helps to promote a sense of inclusion and respect between the different cultural communities and traditions in our school and in the classroom. We celebrate and embrace our differences through the arts, instilling in the children a feeling of ownership and control.

Aims

- To develop creativity and imagination in all pupils.
- To develop an awareness of the qualities of visual, tactile and sensual elements.
- To develop the capacity to express observations and feelings.
- To continue to achieve the Gold Artsmark standard.
- To provide the case study for presentation to Arts Council in January 2018.
- Establish an art club for KS1 and an after school Art club for Y6.

Objectives

- To develop skills for working in two or three dimensions, by using art, craft and design media.
- To provide opportunities in order to experience personal satisfaction and improve

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self-confidence.

- To encourage pupils to ask and answer questions about art work.
- To develop a sense of self-appraisal.
- To develop an awareness of artists, crafts people and designers.
- To give children a broad experience of the arts including drama and music.
- To provide opportunities for children's work to go on display in the on-line gallery to help develop their self-confidence in their own Art work, and appreciation of others.

Teaching Guidelines

In developing learning and skills in Art and Design all members of staff are committed to encouraging pupils to express ideas and feelings from their memories and imaginations and to record observations from first-hand experiences.

They design and make images and three-dimensional (3D) work and recognize pattern and texture in natural and man-made forms.

In drawing they begin to understand how images are made using line and tone and begin to understand how shape, space and form are used in images and 3D and they experiment with use of colour in a variety of ways and with a range of media.

Pupils study works in a variety of genres and styles from the locality, from both the past and present, and from a variety of cultures taking time to respond to and evaluate art, craft and design of their own, and that of others. They identify what they might change in their current work or develop in their future work, on their own or collaborating with others.

They learn the skills of, and experiment with, using tools and techniques for drawing, painting, print- making, collage models and textile work and clay work.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, and every child has an equal entitlement to learning.

Lessons all have clear learning objectives, which are shared with and understood by the children. They are at all times aware of what skill they are going to develop through the activity, and what outcomes the teacher is looking for in their work.

Teachers use a range of learning and teaching styles, incorporating individual, pair, class and group work into lessons.

In the Foundation Stage, Art and Design forms part of the Early Learning Goal for Creative Development. Children develop their creative and practical skills through topic-based activities that provide excitement and stimulus for young children while still

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developing their discriminatory, practical and creative skills.

At Key Stage One and Two the National Curriculum for Art and Design is the basis of the Art and Design curriculum. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose. At other times pupils are encouraged to undertake their own projects within a specific area, developing their sense of adventure and creativity in art and design.

Curriculum Planning

This is organized in three stages:

Long Term Planning

This is based on the National Curriculum for Art and Design, which details what is to be taught over the Key Stages and provides the topic basis for planning Art and Design activities for each year group. This is undertaken by the Art and Design coordinator and varies little from year to year, unless there are changes to the National Curriculum. It is monitored and evaluated annually.

Medium Term Planning

This takes the long term plan and organizes the teaching of Art and Design into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. Often Art and Design is taught for half a term and then Design and Technology is taught for the other half of term so that a whole afternoon can be devoted to a single subject.

Short Term Planning

Short term planning details the activities that take place within a session and are recorded our own school's format. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of Art and Design to ensure parity in provision and to share expertise.

Monitoring and assessment

The Art and Design curriculum is monitored on a regular basis by the Art and Design coordinator, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and then consults with the Senior Leadership Team to put this into the school's INSET programme. S/he also attends training for Art and Design coordinators run by the local authority and other providers.

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Teachers use their ongoing observations of the pupils work to support their final assessment.

More important to the school are the informal, continuous and ongoing formative assessments that identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

Additional Educational Needs (AEN)

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organization. (See Teaching Guidelines)

However when a child has very specific additional needs, support is provided firstly by the school's internal organizational structure, which gives personal assistance and additional practice and is administered by teachers and teaching assistants within the school, often within the classroom, during the lessons. Outside organizations may be involved to support more specialist needs, such as visual impairment.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Headteacher:		Date:	
Chair of Governing Body:		Date:	