



## St. Ethelbert's Catholic Primary School

### Policy for Art and Design

*"I serve Jesus with my body, heart, mind and soul."*

*Serviam* means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

#### **Introduction**

Art and design is essentially concerned with the way we respond to, interpret and shape our world through our senses and emotions. Making art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and Design has its own language based upon the visual elements.

#### **The Aims of this Policy**

1. To develop and extend our pupils' visual creativity, curiosity enquiry and aesthetic sensitivity to the natural and man made world.
2. To enable our pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art.
3. To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages. To place them within a wider social and historical context.

#### **The Objectives of this Policy**

1. to provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self esteem.
2. to develop our pupil's visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience.
3. to foster the development of making skills using a variety of media, techniques and scale. Our pupils can thus develop the ability and confidence to realise their ideas successfully in two or three dimensions, both expressively and in design.
4. to develop our pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources.
5. to encourage our pupils to evaluate and review their work and that of others, both individually and in groups.
6. to provide our pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas.
7. to develop our pupils' understanding and appreciation of art and design as a positive force within their everyday life. Using their knowledge to inform their own creative work and seeing themselves as makers within a broader cultural context.

8. to encourage the pupils to respond to, and articulate opinions on art, craft and design using a specialist art vocabulary when describing their work and ideas.

## **Principles of Teaching and Learning**

### **Differentiation and special needs**

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome.

However, care in the planning of lesson content for the support of pupils with special educational needs, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation in art may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

### **Breadth and balance**

We will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and information communication technology (ICT) are covered. We will ensure that our pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials. Our pupils will develop skills in manipulating a range of art and design media using a diversity of scale. Opportunities will be provided for them to respond to themes and starting skills in systematically applying the visual elements of art.

A two-yearly planning cycle based on adapted support materials and schemes of work and tailored to fit each year group's particular topic will ensure progression in key aspects of art. This will develop so that our pupils extend their skills, knowledge and understanding of processes, materials and the visual elements within their work. The study of the work of artists, craftspeople and designers from locality, the past and present and a variety of cultures, (both western and non-western) will be an integral part of practical art and design activities.

### **Variety**

Our Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings
- record observations and engage in visual investigation
- design and make images and artefacts
- exploring and experimenting with both 2 and 3 dimensional materials.

### **Relevance**

Much of our children's learning is initiated, developed and reinforced by means of visual and tactile experience. Art and design activities contribute to knowledge and understanding in a unique and distinctive way and together with speech and writing form complementary systems of communication. Many of our pupils access learning across the curriculum through drawing and offer good evidence of what they know and understand in a visual form.

### **Cross-curricular skills and links.**

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop our pupils:

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Our pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching.

Art will make a strong contribution to the following cross-curricular themes and aspects:

1. information and communication technology
2. literacy and numeracy
3. the expressive arts
4. citizenship
5. spiritual, moral, social and cultural development.

Using the National Curriculum as guidance, Key Stage 2 builds upon the skills and concepts developed in Key Stage 1.

Progression can be achieved by:

1. increasing the range of experience, materials and processes, building upon previous knowledge and understanding
2. increasing the level of challenge and expectation of achievement
3. continually developing the quality of performance and opportunities for our pupils to select materials and techniques appropriately in order to realise their ideas and intentions encouraging deeper thought and reflection of their own work and that of others, increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

### **Equal opportunities**

All our pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all our pupils in order to meet the requirements of the National Curriculum programmes of study.

All media and art processes will be explored by both sexes in order to counter issues of gender stereotyping. All our pupils will be encouraged to develop their capabilities in using ICT within art in a variety of contexts. The learning resource materials studied for AT2, knowledge and understanding of art will give emphasis to the appreciation of works of art of both male and female artists, and to the context within which they were produced.

Our pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the values of cultural diversity, developing understanding and an appreciation of the different ideas, values and beliefs encountered in our multicultural society. At all times, our pupils will be encouraged to value their own heritage and that of others within a broader art context. The influence of our Catholic tradition and its influence on art and design throughout the ages will be of particular importance to us, particularly in relation to our feasts, festivals and liturgical year.

### **Special Educational Needs**

All pupils will have access to the full National Curriculum for art. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most of our pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of assistants.

### **Health & Safety**

Our pupils will be taught to use materials, tools and equipment safely in line with St. Ethelbert's Health and Safety Policy. Our pupils will be required to wear protective clothing when working with wet media such as glues, paints, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Teachers will ensure that appropriate methods of cleaning waste materials at the end of lessons are followed, especially important for clay, plaster and dyes. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature. Secure storage of specialist materials will be provided. Useful guidance is provided in the DFEE booklet: 'A Guide to Safe Practice in Art and Design' which is kept by the art subject manager.

### **Assessment, reporting and recording**

Opportunities for assessment of the skills and objectives will be identified when planning. At the end of each school year the class teacher will select pieces of work of top middle and lower achieving pupils work which will be passed to the Art Coordinator in a portfolio. These portfolios will be a record of a cross sectional sample of our work and standards achieved. All children will be encouraged and facilitated in displaying their work around the school, photographing it, taking it home or preserving it in their own portfolios. Our pupils will be encouraged to reflect upon their work as individuals, in groups and through self-assessment as appropriate. Teachers will record key aspects of pupils' progress throughout the year.

At the end of each year teachers will make summative assessments of the attainment and progress made by pupils against the NC programmes of study for each attainment target and use these as a basis for reporting to parents. At the end of each key stage we will assess pupils' attainment and report to parents against the end of the Key Stage descriptions for art in the National Curriculum Document.

### **Management and Administration**

The art and design subject manager is responsible for ensuring that schemes of work for art are covered in each year group and across planning cycles of the key stages. Curriculum coverage will be monitored via the medium term plans for the subject.

Annual meetings will be held to review the needs of art and design and this will be taken into account in the drafting of the subject development plan and the planning for staff development. The art subject manager will organise and lead these meetings

The art subject manager will act as a link with external advisers and will be responsible for promoting high standards in art and design and for supporting teachers in achieving this goal. She will ensure that the schemes of work match the requirements of the National Curriculum programmes of study for art and will be responsible for the annual subject development plan and its implementation and review.

### **Resourcing**

Funding for art and design is planned within the central budget for the school and is allocated based upon curriculum needs. Resources are ordered at the end of the summer term prior to the commencement of the new school year for which they will be used. Resources will be available for both 'investigating and making' and 'knowledge and understanding' aspects of art in line with development plan. There are possibilities for some resourcing of visual reference material in conjunction with other curriculum areas. Each classroom will be provided with a stock of basic art materials, more specialist equipment being kept in a central store. Visual reference materials, books, prints etc are centrally stored. The art subject manager will take a lead role in identifying, ordering, efficiently deploying and auditing good quality resources for learning in the subject.

### **Review**

The effectiveness of the schemes of learning and the quality of learning will be regularly monitored by the art subject manager. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff will be used to evaluate the art and design curriculum in St. Ethelbert's. Priorities for in-service training and support will be established. Information from this evaluation will form the basis for action plans, these will be fed into the school development plan. The Art Subject Manager gratefully acknowledges her debt to KCC Education & Libraries in the preparation of this document.

Miss Taylor  
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