



St James CE Primary School, Haslingden

| ART POLICY | |
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| Date | November 2018 |
| Review Date | November 2020 |

Growing in God's Love, Learning as we go.

ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
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Mission statement

To provide a high quality of education for all our children within a Christian environment.

Vision:

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

Why teach Art and Design?

“Everything you can imagine is real.” ~ Pablo Picasso

“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.” (Primary National Curriculum 2014)

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design plays in their own and others' lives in contemporary life and in different times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

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Expectations

Each year group has a set of Art key skills. By the end of each year most children should be working at the expected level for all these skills with some children exceeding them.

Teaching and learning

Most teaching is to the whole class, covering a full range of art, craft and design and using a variety of different tools and techniques over each key stage. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (e.g. collage, print making, digital media, textiles, sculpture).

The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it.

Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers. ICT is used regularly in art to support the practical activities. This includes the use of a digital camera to record photographic images for the pupils to work on later and a scanner to reproduce drawings and paintings into an art program. Pupils in Key Stage 1 and 2 use a sketchbook in class for research and independent work. Pupils are encouraged to work in collaboration when making large-scale work

Lancashire Guiding Principles for Primary Art and Design states that art and design should be taught a minimum of:

- Key Stage 1 – 36 hours annually
- Key Stage 2 – 36 hours annually

Entitlement

All pupils are entitled to have access to the art and design curriculum regardless of ability race, gender, cultural background or any physical or sensory disability.

Art and Design Aims

The aims of design and technology are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when drawing, sculpting and painting.
- To develop their capability to create high quality pieces of work through combining their skills with knowledge and understanding.
- Use and explore a range of materials, resources and equipment.

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- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- To foster enjoyment, satisfaction and purpose in art and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural developments of their art forms.
- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Enabling children to become active, responsible and caring members of the school and wider community.
- produce creative work, exploring their ideas and recording their experiences

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing ourselves and others.

Planning of Art and Design

Art and design is a foundation subject in the National Curriculum. To assist in short term planning our school uses the Lancashire curriculum maps as a medium term plan.

We carry out the curriculum planning in art and design in two phases; medium-term and short-term.

Our medium-term plans from the Lancashire curriculum give details of each unit of work for each term. They identify key learning and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly or short term plan for each art and design lesson. These list the specific learning objectives for each lesson and detail how the lessons are to be taught. The class teacher keeps these individual plans so the class teacher and subject leader can discuss them on an informal basis.

The activities in art and design are planned so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Teaching of Art and Design

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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. Our 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.

Through their collaborative and co-operative work across a range of activities and experiences in art and design, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Teaching Time (36 hours annually KS1, 36 hours annually KS2)

The teaching of Art and Design in each year group is arranged by the teaching staff. The unit may be carried out in a block of afternoons in a week, weekly sessions for a half term or alternate weeks with design and technology as the teaching staff see fit.

The school uses a variety of teaching and learning styles in art and design lessons. The principal aim is to develop children's knowledge, skills and understanding in art and design.

Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the key learning for art and design.

Assessment

Pupils' achievements can be assessed in a variety of ways. These include direct observation, discussion and questioning of pupils as well as by evaluation of the finished product itself. Teachers should collect evidence of individual, group or class work for assessment purposes, chosen from the following formats: Pupils' annotated sketches / plans / drawings; photos / videos of pupils 'at work'; specific assessment assignments to evaluate a particular capability; photos / videos of part or completely finished work (products); children's own written / verbal evaluations of their tasks / activities; appraisal / evaluation of the finished article. These types of records can be used to accumulate a snapshot of current art and design practice within the subject portfolio for the whole school.

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Resource Management

Funding for art and design will be within the school budget plan for each financial year. There is a central art and design budget to cover the purchase of equipment such as consumable materials, books and other resource materials. The Subject Leader will be responsible for ordering equipment and materials. It is the responsibility of each class teacher to identify additional resource needs in relation to their project. Equipment and materials have been organised in the central store. This will be maintained by the art and design co-ordinator. Any shortages, breakages or losses should be reported immediately to the art and design subject leader.

Useful websites that support Art and Design;

http://www.nicurriculum.org.uk/microsite/the_arts/art

<https://www.webanywhere.co.uk/education/teaching-resources/all-ages/art>

<http://www.bbc.co.uk/education/subjects/zyg4d2p>

<http://www.teachingideas.co.uk/subjects/art>

<http://www.thegrid.org.uk/learning/art/ks1-2/resources/>

<http://www.teachitprimary.co.uk/art>

<http://www.free-teaching-resources.co.uk/lesson-ideas/art-design/index.html>

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