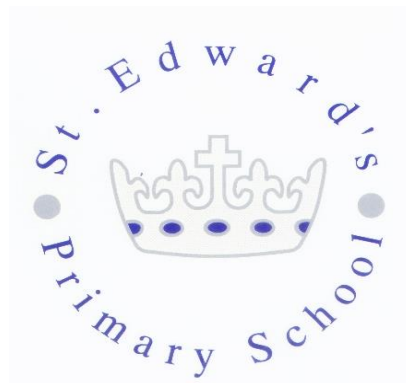


# St Edward's Primary School a Catholic Voluntary Academy

## Art & Design Policy

Reviewed September 2017  
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## Our Mission Statement



...we should love people not only with words and talk, but by our actions and true caring.  
1 John 3:18

## Our Vision Statement

We are guided by our Mission Statement and we aim to:

- develop and care for the **whole child** through our teaching and sharing of the Catholic faith.
- show our love of God in the way we care and value each other and ourselves.
- aspire and equip children with those skills necessary to become contributing members of society and responsible adults.
- recognise and encourage all pupils' individual gifts and talents.
- provide an excellent quality of education striving to achieve the very highest standards for all pupils and, at the same time, develop lively critical minds.
- develop each pupil's appreciation of education as a lifelong and enjoyable process.
- work in partnership with the Parish and families, local schools and community groups recognising that only by working together can the school make its contribution towards the development of committed Christians and active members of the Church.

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

### **Our Aims**

Our aims in teaching Art and Design at St. Edward's Primary are to:

- To enable children to record from first-hand experience and from their imagination, and to select their own ideas to use in their work;
- To ensure that each child develops appropriate skills and techniques through active and purposeful experiences using a variety of art materials and teaching strategies;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers;
- To encourage each child to evaluate their art and design work and that of others both with peers and adults.

### **Principles of Teaching and Learning of Art and Design**

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 art includes the process of exploration, developing ideas, evaluating and productions of work that reflects progression in art and design skills. We achieve this through a combination of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own ideas, the work of others and what they think and feel about them. We provide the children with opportunities to work both individually and in collaboration with other children on projects in 2D and 3D. Children also have the opportunity to use a wide range of materials and resources including ICT.

### **Subject Content**

#### **KEY STAGE 1**

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.

## **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 should 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.

### **Strategies for the teaching of Art and Design**

The Art and Design curriculum at St. Edward's is primarily linked to topics in both KS1 and KS2 wherever possible using our Creative Curriculum approach to teaching.

### **Pupils with Special Needs**

The teaching of ART and Design includes provision for all pupils at different levels of attainment including those of Special Educational Needs. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Art and Design takes into account the targets set for children in their Individual Education Plans. Adults within the school recognise that art can act as a means of communication without boundaries, providing children with a means of expression.

### **The Foundations Stage**

In our Reception and Nursery classes we relate the creative development of our children to the objectives set out in the EYFS guidance. The children's learning includes art, music, dance, role-play and imaginative play. Children experience a wide range of activities which encourage and value creativity. Resources are available for children to access during child initiated play, and techniques are modelled during adult led activities. Children also have continuous access to the outdoor environment where resources are available for creative expression.

### **Assessment and Recording**

At St. Edward's the gathering of evidence of pupil attainment is a vital part of the teaching and learning process. Individual class teachers carry out primary assessments on an informal basis. Samples of work are taken from the individual child where appropriate.

St. Edward's Formative Assessment system sets out:

- sets out **steps** so that pupils reach or exceed the end of key stage expectations
- judges whether pupils are on **track** to meet end of key stage expectations
- pinpoints aspects of the curriculum where pupils are **falling behind** and **recognises exceptional performance**
- supports **planning** and **teaching** for all pupils
- **reports to parents** and, where pupils move to other schools, provide clear information about each pupil's strengths, weaknesses and progress

Evidence of each pupil's attainment will also come from observing them at work, by questioning and by listening to the pupils and assessing their ongoing work. For further information regarding assessment, please refer to assessment and planning policy.

### **Strategies for Recording and Reporting**

Records of progress in Art and Design contain:

- A School Portfolio, which contains samples of work across the Key Stages, is collated to show continuity and progression across the year groups and throughout the whole school.
- Sketch books are used for each individual pupil throughout the school in Key Stage 1 and Key Stage 2 to show individual progression.

### **Reporting to Parents**

Parents are informed on a formal basis twice a year through consultations and informally where necessary for the individual child. Parents are also informed about pupil's progress annually through a written report.

### **Display**

It is important that pupil's work is displayed in a way that shows it is valued. When taken down the work should be either kept or offered back to the pupil. Photographs of displays will be taken at regular intervals.

### **Resources**

All classrooms have a range of basic resources and each child has their own individual sketch book. More specialised resources are stored in a central Art area. All computers and iPads have drawing packages installed. Teachers with specific art and design skills are known within the school and offer support and guidance on a regular basis.

## **Computing**

At St Edward's we use ICT to support Art and Design teaching where appropriate. Children use computer graphics and related software in their own work. They use the internet to research Art history, famous artists and designers. Visual information can be collected using digital and video cameras.

## **Health and Safety**

The school's policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupil's learning. Particular care must be taken with sharp cutting tools, electrical appliances where hot materials and tools are used. Pupil must be taught to recognise hazards and take appropriate action.

## **The Role of the Art and Design Co-ordinator**

At St. Edward's the role of the Art and Design Co-Ordinator is:

- To be responsible for the purchasing and organisation of appropriate resources.
- To advise staff on the use of resources.
- To be informed of new developments in the teaching and learning of Art and to inform teaching staff.
- To ensure progress and continuity in Art throughout the school.
- To take the lead in policy development and the production of Schemes of Work.
- To support teachers in their implementation of the Schemes.
- To assist in the development and implementation of whole school assessment and record keeping with particular reference to Art and Design.