

*St Bernadette's Catholic Primary School*  
**Art and Design Policy**

This document provides a framework within which parents, staff and governors can work together to meet the needs of pupils.

The Mission for St Bernadette's Catholic Primary School,  
*"to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.  
As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential."*

Therefore, the development and implementation of our Art and Design policy supports us in achieving our mission and in providing the appropriate provision for all the children in our care.

### **Introduction**

This policy document is concerned with the subject of Art and design. It recognises that the Art and Design in the 2014 National Curriculum is inclusive. Materials and processes are not prescribed at each key stage and the programmes of study allow for flexibility.

The policy is a working document for all educators in school. It describes the school's fundamental understanding of the purpose of art education and the way art contributes to children's learning.

It describes 'How we do it here' and is therefore written in consultation with the staff to reflect their knowledge, skills and understanding of art. It reflects an understanding of the National Curriculum for Art and any specific requirements of the school.

It also advises parents, governors and inspectors of the principle aims of the teaching of art in the school and how those aims are put into practice.

### **Aims and Purposes**

At St Bernadette's we aim to develop the spiritual, moral, physical, social and cultural values throughout our teaching. As Bridget Riley says, 'Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality'.

We aim .....

- To stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- To develop children’s understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To explore with children ideas and meanings in the work of artists, craftspeople, and designers and help them to learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- To help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.
- To use ICT in ways that will enhance children’s learning in art and design.
- To encourage children to develop the habit of using a sketchbook

### **Curriculum content and planning**

To achieve that aim the school plans a range of activities in art which provide opportunities, as required by the National Curriculum for Art, for pupils to:

- 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.

(National Curriculum 2014)

Art, Craft and design will be taught within a creative curriculum, however, within each topic of work, skills will be taught to enable children with the knowledge and skills needed and to ensure progression.

### **Foundation Stage and Key Stage 1**

Throughout the Early Years and Key Stage 1, we develop children’s creativity and imagination through providing art, craft and design activities that relate to children’s own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live. Children:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing similarities and differences and making links to their own work.

## **Key Stage 2**

During Key Stage 2, we develop children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles of art and design in the locality and in the wider world.

Children:

- Create sketchbooks to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a wide range of materials
- Learn about great artists, architects and designers in history

## **The role of the art coordinator**

The art coordinator will:

### Promote art

- Be a source of reference for colleagues, and ensure that they are aware of new developments in art.
- Keep up to date on developments in the teaching of art and attend professional training when appropriate.
- Provide a range of high quality resources

### Monitor

- Monitor continuity and progression in art, by consultation with colleagues and observation of pupil's work
- Monitor the provision of resources for art.
- Have an overview of teaching art in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.

### Guide

- Lead training to support the teaching of art: the development of a scheme of work; the development of skills; the development of an understanding of the place of art in children's learning

## **The role of the teacher**

- Whilst art will at most times be related to other subjects through a creative curriculum, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art.
- These activities will take account of children's previous experience in art.
- Ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.
- Give clear instructions, having thought through the steps pupils need to gain a skill or understand a concept.
- Provide pupils with confidence so that they value and have pleasure in doing art, craft and design.
- Not pass any anxieties they may have.
- Appreciate and value pupil's responses.
- Balance activities i.e. the making of, with an opportunity for pupils to reflect and discuss.
- Aim to make classrooms and the school environment stimulating.
- Provide enrichment from displays, books and visits.

## **Special needs and equal opportunities**

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

At St Bernadette's we strive to create a caring community. We aim to ensure children have access to the fullest possible range of artistic activities and will therefore think carefully about those who may be disadvantaged in some way.

We will consider cultural diversity by:

- Examining designs of everyday objects, which reveal the variety of customs and values.
- By appreciating the variety of art, craft and design forms and the purposes they serve.
- By observing and recognising that art, craft and design forms differ from culture to culture.

- By considering and recognising the different approaches taken by artists, designers and craftsmen in their work.
- By encouraging pupils to talk and express their ideas and feelings about art, craft and design.

### **Health and Safety**

- Teachers will always teach the safe use of tools and equipment and insist on good practice.
- Children will be taught how to take steps to control risks.
- Risk assessments will be noted on planning and evaluated.

### **Assessment and recording**

Progression in Art and Design is shown through the different expectations at each key stage of the National Curriculum.

At St Bernadette's we recognise assessment as an integral part of the teaching and learning process. We aim to share and discuss pupil's ideas. We appreciate responses made by pupils and do not impose our likes and dislikes. When assessing work we consider both the process undertaken and the end product. Aims and objectives identified will form part of our assessments. When compiling pupil records teachers will consider attitudes, e.g. confidence, enthusiasm and flexibility.

Assessment procedures are followed which relate to the school's overall policy for assessment.

Assessment relates to the learning objectives for each art activity.

Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year, an observational drawing of a plant, person or object, for example
- Individual art portfolios containing selected, dated, annotated pieces
- Individual sketchbooks containing dated, annotated pieces
- A whole class discussion about work at the end of each stage of its development

Samples of work (portfolio) will be kept as evidence for pupils and junior children will use an sketch book in which progression can be seen and skills reflected upon.

Assessment Models – we will evaluate pieces of work and reflect upon the following elements:

The Personal and Conceptual Element: How often does a child show a personal response to an idea, theme or other stimulus?

The Technical Element: How well does the child select and control materials and resources appropriate to his/her intention?

The Visual Element: How effectively does the child use and compose elements of visual form i.e. line, tone, colour etc?

A summative assessment takes place at the end of the the Autumn and spring terms and the children are assessed as entering, developing or secure in relation to their year group expectations.

At the end of the school year each teacher submits end of year group evaluations in Art and Design against National Curriculum year group expectations. This includes the overall evaluation of the standards in each year group and the evaluation of sub groups such as boys, girls and Pupil Premium.

This enables the subject leader to have a full understanding of the standards in Art and Design throughout the school and the information needed to support further subject development.

### **Using a sketchbook**

All children in key stage two are required to use a sketchbook:

- For recording, exploring and storing visual and other information, for example notes, which can be used as reference;
- For working out ideas, plans and designs;
- For reference as they develop ideas;
- For looking back at and reflecting on their work, reviewing and identifying their progress;
- For revisiting ideas;
- To further develop their ideas, skills and understanding;
- To record responses to works of art seen in school or on visits undertaken to places of interest including galleries.

### **Display and presentation**

- St Bernadette's recognizes that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organization and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

**Review**

The Art Leader and the Headteacher are responsible for the implementation and review of this policy. The policy will be reviewed annually to take account of new developments and initiatives.

The Art Leader is Mrs H Pilkington.

Signed: ..... (Headteacher)

Signed: ..... (For and on behalf of the Governing Body)

Date: .....