

## St Michael's Catholic Primary School

### Art and Design Policy 2021

#### Definition

“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

#### Rational

Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

#### Aims

The core curriculum for art and design aims to ensure that all pupils:

- Produce creative work, explore their ideas and record 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 form.

#### Teaching Objectives

National Curriculum 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, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the 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 use of materials with creativity, experimentation and an increased 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.

## Planning

The implementation of the Art and Design Curriculum is based on the National Curriculum and supported by the PlanBee scheme of work, this fits in with our core themes of equality, diversity and aspirations ensuring the teaching of a broad range of skills.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

The children are taught Art on a termly basis through a range of artists. Each year group covers at least 3 artists over the course of the year. Areas covered include drawing through still life observations, painting through a variety of artists and their styles, sculpture including the work of Antony Gormley

, Henry Moore and various other sculptors; as well as mosaics and textiles using a range of mixed media such as batik and weaving. Enrichment activities are encouraged within this curriculum.

The children's learning is further enhanced with a whole school arts week where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists and styles. Enrichment activities are encouraged within this curriculum.

## Record Keeping, Assessment and Reporting

As with all areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out, and levels of achievement of the work. Photographs are a useful tool to keep, as a reminder of pupil's achievement.

Formative assessment is used to guide the process of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learnt and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in Art and Design is reported to parents through the pupil annual report and consultation meetings throughout the year.

## Speaking and Listening

Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

## Monitoring

The monitoring of coverage and progress across the school will be done by the subject co-ordinator in consultation with teachers and the SLT.

## Inclusion

At St Michael's we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

## Mission Statement

*'With Jesus we can achieve what we dream and believe'*

Working together as a whole school community we aim for all pupils, parents and staff to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

We strive towards an outstanding school that provides a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

We set high expectations and expect every child to succeed. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

### Equal Opportunity

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

### Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knives. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

### Parental Involvement

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework that may be set. Asking parents to come and share their skills and experiences. As well as joining in with the celebration of their children's achievement and success.

Updated by Mrs Murray, Art and Design Coordinator July 2021