

St Edmund's Catholic Primary School

Art and Design Policy

Art and Design is vital to all pupils' education and facilitates the development of their creative and aesthetic skills both through their own practical work and through appreciation of the work of artists, craftspeople and designers from a wide range of cultures, contexts, times and places. We value and aim to develop children's imagination, inspiration and their ability to think critically and develop a more rigorous understanding of Art and Design.

National Curriculum Aims

To ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture, textiles, collage, printing and digital media
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and use examples of their work in exploration and as inspiration to create their own work.

Key Processes, Skills and Attitudes in Art

Key Processes: Develop technique in drawing, painting, collage, sculpture, printing, textiles, cooking and digital media.

Key Skills: Develop knowledge and use of colour, pattern, line and shade, tone, form and space and texture.

Key Attitudes: To instil pride in one's achievement, respect for one's own work and the work of others, care in display and presentation and a developing awareness and appreciation of the visual arts

Teaching and Learning

Our art teaching will use a variety of teaching and learning styles, creating opportunities for independent learning and creative risk taking. Our principal aim is to develop the children's knowledge, skills and understanding through both direct teaching of processes and techniques and providing opportunities for challenging and open-ended tasks which allow children to apply their skills. We will ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. This is done best through collaborative group work as well as encouraging individual pupil research, investigation and response. Teachers will draw attention to good examples of individual performances as models for the other children. They will encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. There will also be opportunities for pupils to contemplate works of art and be challenged to respond to them through discussion and writing.

Cross Curricular Approach

We value the benefits of a cross-curricular approach which allows children to consolidate and apply their knowledge in a range of contexts. As well as teaching the skills, attitudes and concepts within art in explicit lessons, careful planning ensures they are also applied in a range of contexts in cohesion with the topics being covered in class.

Equal Opportunities

In planning work in Art, all children will have equal opportunities and every child will be challenged to ensure that he/she is learning and achieving at his/her full potential. We encourage children to view the work of artists, crafts people and designers in order to develop their appreciation of the richness of our diverse world. This will include work in a variety of genres, styles and cultures in order to promote multi-cultural awareness and a positive approach towards equal opportunities in race, gender and ability.

Information Communications Technology

Children will be given opportunities to apply and develop their ICT skills with Art and Design. Software such as the 'Paint' and 'Purple Mash' programmes allow children to explore shape and colour as well as tone, pattern and texture. Digital images and internet sources are used as starting points for creative work and exploring the work of artists.

Progression

We recognise that our curriculum planning must allow for children to gain a progressively deeper level of knowledge and understanding and the opportunity to hone their skills in a variety of processes. This is achieved through careful tracking of how skills will build on each other as a child progresses through the school and expectations are fed into planning accordingly, with awareness of the particular needs of individuals or groups.

Records and Assessment

Assessment is an on-going process brought about by:

- Observation of children working
- Discussion with children-before, during and after working
- Examination of children's work
- Opportunities for self-assessment.
- Monitoring the children's progress by completing the group records.

Resources

All classes have a basic supply of art materials such as pencils, paints, scissors and paper. Further supplies are available from the art room for which the Art coordinator is responsible. This includes art materials, equipment, tools and display materials. Class teachers will inform the art coordinator of materials or equipment they have used so that stock levels can be maintained. If any special equipment or materials are required for a class project, the class teacher will discuss this with the Art Coordinator and they may, in turn, be able to order the necessary materials.

In our school every day we learn, love and pray.

Displays

At St Edmund's we believe that displays are important as they celebrate the children's artwork, give the children a sense of pride in their work, enhance the learning environment and make the school welcoming. Therefore, we will display as much of the children's work as possible, both in classrooms and in shared spaces. (See also separate Display Policy)

Health and Safety

Teachers ensure that

- issues of Health and Safety are addressed in the planning and delivery of all Art and DT lessons.
- care will be taken when cutting materials and using glues and paints.
- tools and materials appropriate to the age and ability of the child will be used.
- appropriate risk assessments are carried out.

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