

St Teresa of Lisieux

CATHOLIC PRIMARY SCHOOL



POLICY STATEMENT FOR ART & DESIGN

Revised 2019

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POLICY FOR ART AND DESIGN

INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design in St Teresa of Lisieux Catholic Primary School.

WHAT IS ART AND DESIGN?

Art and Design is difficult to define, but one definition is that Art and Design are ways of expressing and communicating experiences, feelings and ideas in a visual form, using various methods and techniques. Children become involved in shaping their environments through Art and Design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of Artists, Crafts people and Designers. Through learning about the roles and functions of Art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment the visual arts has on enriching our lives.

GENERAL AIMS AT ST TERESA OF LISIEUX CATHOLIC PRIMARY

Our aims in teaching Art and Design are that all children will...

- Develop an enjoyment of the subject and have a positive attitude towards their work.
- Have experience of using a wide range of materials, techniques and themes.
- Be able to express their ideas and feelings.
- Have some knowledge of the work of Artists, Crafts people and Designers both past and present, and from a variety of cultures.
- Improve children's ability to control materials, tools and techniques.
- Enjoy Art and Design activities and enjoy celebrating their work.

PRINCIPLES FOR THE TEACHING AND LEARNING OF ART AND DESIGN.

The school uses a variety of teaching and learning styles in Art & Design lessons. Our principle aim is to develop the children's knowledge, skills and understanding of the subject. We do this best through a mixture of whole class teaching, group and individual work. Our school follows REAL projects (immersive learning approach with an over-riding essential question to explore termly. Our Art and Design are linked to this also. Which means self- evaluation and peer-critique methods are also used in Art and Design.

Art and Design is important because...

- It helps children develop their visual thinking and creativity.
- It can be used to develop ideas and feelings.
- It further develops Art vocabulary.
- It is enjoyable and interesting.

ART AND DESIGN AT FOUNDATION STAGE

Early Years follow art and Design under the heading Expressive Arts and Design, whereby the area of learning focuses on developing children's ability to express ideas and feelings in creative ways, including music and dance. The knowledge and concepts of the subjects are set out in Foundation Stage of the National Curriculum under the heading Expressive Arts and Design.

ART AND DESIGN AT KEYSTAGE ONE.

Art and Design is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in Art and Design in the National Curriculum, where they are categorised as such...

- Children explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, and pattern and texture to represent their own ideas and feelings.
- Focus on the work of Artists, Craftspeople and Designers by asking and answering questions. (i.e. Investigating and Making and Knowledge and Understanding.) Whilst incorporating art skills; drawing, painting, and 3D work, and the art elements; line tone, shape, form, space, colour, texture and pattern.

ART AND DESIGN AT KEYSTAGE TWO.

We plan the activities in Art & Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up the school.

We encourage pupils to start a sketch book in year1, in order to record their progress as they move through the keystages.

STRATEGIES FOR TEACHING ART AND DESIGN.

Art and Design is organised within the main topic framework of the Curriculum. Art and Design is taught throughout the Curriculum and is incorporated within other subjects.

Individual work is dominant, although group work and class teaching are used when and where appropriate.

Art and Design lessons include opportunities for...

- Explanation/instruction by the teacher to a group, individual or the whole class.
- Recording and planning ideas in sketch books.
- Practical activities and investigations.
- Small group work and individual work.
- The use of different mediums and techniques.

There is no specialist teacher in Art and Design, it is taught by all Class teachers (although from September 2015 there has been opportunities for the Art Subject Leader to engage in teaching across the Keystages.)

On occasion Teaching Assistant Staff, are used in Art and Design to assist the children in choosing materials, mediums and equipment and to discuss ideas and provide help for children with particular needs.

We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all our children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies...

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group and providing a range of challenge with different resources.

Excellence in Art and Design is celebrated by display in each class, in the main entrance and along the corridors. On the school website and Twitter, Seesaw APP and REAL project floor books.

When using Artist's, Crafts people and Designer's work as a stimulus it can be just as effective to lead the children in a particular direction. For e.g. when looking at Mondrian's work... we will use lines and squares today... see what the children produce and then show them the work of an Artist who worked in this way... instead of the children working in the style of... Mondrian.

Children should be offered both thick and thin brushes when painting depending on the nature of the activity. They should also be encouraged to use the three primaries for mixing (i.e. Pisces ready mixed lemon, crimson and sky blue).

When sketching only soft lead pencils should be made available (i.e. B 2B 3B 4B etc).

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning Art and Design is a process by which all teachers are involved. The foundation for Curricular planning is the Whole School Development Plan, developed through a process of collaboration between staff and approved by the Governors. Schemes of work for Art and Design, are developed by the Subject Leader , in collaboration with all staff.

We plan the activities in Art and Design so that they build upon prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Within the planning from Foundation Stage -Year 6 it is ensured that there is a building up of skills, plus essential topics such as colour mixing are re-visited.

CONTRIBUTION OF ART AND DESIGN TO TEACHING IN OTHER CURRICULUM AREAS

LITERACY

By encouraging the children to ask and answer questions about the starting points for their work.

They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them, helping to develop their speaking and listening skills.

NUMERACY

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

INFORMATION AND COMMUNICATION TECHNOLOGY

We use I.C.T to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. They use colour magic/ paint packages and print out their work. Older children collect visual information to help them develop their ideas by using digital cameras to record observations. Children explore the internet to find out more about famous artists, designers and crafts people.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Art and Design contributes to the teaching of some elements of P.S.H.E. The children discuss how they feel about their own work and discuss the work of Artists and Designers and Craftspeople. During Art Week they will have the opportunity to meet Artists and see them at work. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work.

TEACHING ART AND DESIGN TO CHILDREN WITH SPECIAL NEEDS

At St Teresa of Lisieux Catholic Primary, we teach Art and Design to all children, whatever their ability. Art and Design forms part of our School Curriculum Policy- to provide a broad and balanced education for all our children. Our teachers' provide learning opportunities that are matched to the needs of children with learning difficulties.

ART AND DESIGN SUBJECT LEADER'S ROLE IS TO...

- Support colleagues in the development of work plans and implementation of Schemes of Work, and in assessment and record keeping.
- To compile an on going anthology with samples of children's work at all levels.
- Monitor progress in Art and Design and the quality of teaching and advise the Head teacher on action needed.
- Purchase and organise the central resources for Art and Design.
- Keep up to date with the developments in Art and Design Education, and attend any related In-Service courses, and cascade information to colleagues where appropriate.

STRATEGIES FOR RECORDING ASSESSING AND REPORTING

- We assess the children's work in Art and Design whilst observing them working during lessons.
- Records of progress in Art and Design are kept in the form of sketch -books, which will be passed on to the next teacher.(These are dated to aid progress tracking)
- The teacher's bi-annual assessment of progress for each child is part of the child's report. This information is passed on to the next teacher at the end of the year.
- The Art and Design Subject Leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in Art and Design in each year of the school.

REPORTING TO PARENTS

Parental reports are given on a termly basis through interviews on Parent's nights, and bi- annually through a written report. Reporting in Art and Design will focus on each child's attitude to the subject and their ability in Art and Design.

FEED-BACK TO PUPILS ABOUT THEIR PROGRESS IN ART AND DESIGN

- Achieved through discussion with individual children and the whole class.
- Children are encouraged and supported by positive and constructive comments, and also by work being displayed within the classroom or around the school.
- Formative assessment is used to guide the progress of individual pupils in Art and Design.It involves identifying each child's progress and determining what they have learned.
- Formative assessment is carried out informally by teachers in the course of their teaching.

Suitable tasks for formative assessment are...

- Small group discussions, perhaps in the context of a practical task,
- Specific assignments for individual pupils,
- Individual discussions in which children are encouraged to appraise their own work and others progress.(Peer Critique)

ART AND DESIGN RESOURCES

At St Teresa of Lisieux Catholic Primary we have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a basic range of resources including...

- A selection of paper, pencils, crayons, paints, brushes, pots and mixing palettes, chalks and pastels, glue and spatulas, scissors, aprons, a collection of printing objects and sketch books.
- Central resources for Art and Design are ordered three times a year.
- They include reference books, posters, postcards, and teaching resource books and packs.(Art and Design Co-ordinator has a complete list).Paints-cromar, powder, watercolour, and pearlescent, printing inks and rollers, marbling inks and trays, graded pencil tins, drawing inks, brushes, sponges and art straws, poster rolls, border rolls, cartridge paper A1, A2, A3, A4, foils, crepe, tissue, tracing, sugar, gummed and poster papers, card-white and coloured, various collage materials, clay and tools, fabric crayons, cellophanes and cutters.

We have a wide range of resources to support the teaching of Art & Design across the school. All our Early Years rooms and Keystage 1 classrooms have a range of basic resources, but we keep the more specialist resources in a stock cupboard in the upstairs hall.

From September 2015 we have a multi purpose room on the Year 3 corridor, which is timetabled for use and has a selection of resources stored within it.

EXTERNAL RESOURCES INCLUDE...

- City Museums and Galleries and visits to parks for sketch book study time.
- Artists in Residence visits to our school.

HEALTH AND SAFETY ISSUES IN ART AND DESIGN

- Special care should be taken when using scissors, cutting tools and brushes. They should be stored safely and returned after use.
- Paint, glue and inks should be used carefully and children should wear aprons.
- Table surfaces should also be protected.

EQUAL OPPORTUNITIES IN ART AND DESIGN

- All children should be offered equal access to a broad and balanced Curriculum. Bias will be avoided in classroom organisation. No pupil will be excluded from using resources on a basis of gender, race or disability.
- Left and right handed scissors are available in each classroom.
- Teachers and Learning Support Staff will provide extra support to children with special needs in Art and Design.

DISPLAY

- Displaying the children's work, is important in St Teresa of Lisieux Catholic Primary and shows the children that their work is valued.
- Each Classroom teacher is responsible for displaying their children's work in Art and Design.
- Children's work should be name-labelled and it is not always necessary to display all children's work.
- Objectives should be displayed alongside the work.
- Displays do not always have to take the form of a permanent display. On occasion short-lived displays can serve their purpose especially during formative assessment periods.
- A permanent display of photographic "sample" Art works from Year1 to Year 6, are updated on a half termly basis and as they are removed they form an ongoing anthology.

ADVICE FOR STUDENTS IN TRAINING

At St Teresa of Lisieux Catholic Primary the Art and Design Subject Leader is Mrs Pauline Baker-Houghton. Who is available to give advice on the Curriculum area of Art and Design. Also, an Art information pack is available for student use.

Signed.....

Date.....