

St. Elizabeth's Catholic  
Primary School

**ART & DESIGN POLICY**



Reviewed September 2020

# **ART & DESIGN POLICY**

This document is a statement of the aims, principals and strategies for the teaching of art and design in St Elizabeth's Catholic Primary School. It has been formulated in line with the aims and principles set out in the 2014 National Curriculum for art as well as with guidance taken from The National Society for Education in Art and Design.

## **What is art and design?**

We see art as a means of communication and expression. It is an analysis of all that can be visually represented but can also provide tactile experiences. It involves the work of artists, craft workers as well as designers. It is concerned with making informed judgements, developing visual perception, as well as communicating ideas. We therefore recognise the value of art in that it can provide St Elizabeth's children with a prime means of learning, understanding and communicating through direct experience. Art presents opportunities for individual expression and interpretation of the child's world and in doing so develops skills, enhances perceptions and aids personal growth.

## **What can art and design offer in our school ?**

- It can function as a natural visual language of communication.
- It is a means to analyse the physical world.
- It enables an exploration of language and images from;
  - a) Cultures past and present.
  - b) Civilisations past and present
  - c) Religious and spiritual icons
- It provides opportunities for problem solving.
- It enables a translation of the visual world into elements appropriate for designing.
- An appreciation and awareness of the visual forms that are ever present in everyday life.
- An understanding of the physical environment in relation to natural and made forms.
- An exploration of line, tone, colour, pattern, texture, shape, form and space.

Art and design is important because it provides us with a prime means of learning, understanding and communicating, it is consequently significant across the curriculum. As so many learning experiences are initiated, developed, assimilated and reinforced visually, art and design can be employed as a learning tool in many areas of the curriculum. Though art and design is a subject in its own right, it compliments other curricular activities by acting as a stimulus while inter-relating these through display, illustration and presentation.

### **The role of art and design in St Elizabeth's Catholic Primary School**

Art and design shares an important role in our whole school curriculum and is also used to enhance themes and topics that are being studied across the curriculum. Its importance is recognised in through the quality experiences we provide in art lessons and in the way we value and display children's art work. Art and design is an essential feature of a broad and balanced curriculum which makes intellectual demands on our children in its own right, it is also intrinsically experiential. It is the school's intention that the art and design curriculum engages pupils in practical tasks and also provides them with a means of communication as well as visual understanding of the world around them.

At St Elizabeth's we wish to involve children in making art as well as looking at, thinking about, knowing about and responding to art. We endeavour to enable our pupils to develop a visual literacy by experiencing a diverse range of artist/designers, artworks and art styles from a wide base of historical and cultural backgrounds. In achieving this aim we hope to empower our children with the ability to analyse the visual world as well as developing their confidence in arriving at their own opinions and making judgements about art and design. We wish to achieve this in a positive and supportive environment.

Our role is to work with our pupils, offering support, encouraging and leading them to the next stage in their artistic development. The art and design curriculum will enable pupils to both progress and develop artistically by providing a range of experiences to extend knowledge and understanding of art and design as well as opportunities to investigate and make art. Continuity between classes and key stages will be encouraged by building upon themes, techniques, skills and concepts previously explored in art enabling past experiences to inform future art work.

### **Aims: our school aims to:**

- provide a school environment which will encourage and develop aesthetic awareness.
- provide opportunities to explore a wide range of art based activities and concepts
- create an atmosphere in which children feel safe and confident in their practical experiences.
- develop sensitivity and perception.
- enable pupils to gain experience using a wide range of materials and techniques.
- encourage creativity through first hand experience.
- develop in pupils the ability to understand the world in visual and tactile terms through the exploration of;
  - pattern and texture in natural and made forms.
  - colour matching and how colour is mixed from primary colours.
  - how images are made using line and tone.
  - the use of shape form and space in images and artefacts.
- introduce pupils to the works of artists through direct experiences.
- encourage decision making, innovation, imagination and inventiveness in art.
- be sensitive to the individual needs and responses of our pupils.
- direct activity which will reinforce learning in other areas of the curriculum.

### **Principals of the teaching and learning in art and design**

In St. Elizabeth's we will endeavour to provide our pupils with a balanced programme of work in art and design, involving activities which build upon previous experiences, taking in to account previous achievements. Pupils will have opportunities to work individually and in groups.

Our pupils learning is evident in their ability to record what they have seen, imagined or recalled. As they progress through the key stages they will increasingly select from and use a range of art resources and materials. They will be encouraged to discuss and modify their work accordingly. As pupils experiences in art widen they will be encouraged to relate their own practice to their appreciation and knowledge of art.

## **Strategies for the teaching of art and design**

There is no specialist teaching in art, it is taught by class teachers.

The current art and design curriculum has been linked to themes presented in medium term plans some of which which are cross curricular. Additional support and resources are provided by the art coordinator. Art and design is studied every term by each year group with specific time allocated on timetables.

There is no predominant mode for the organisation of art and design within the classroom, this is at the individual teachers discretion. Class teaching, individual work and cooperative group work are all used when appropriate. Within these structures pupils may be grouped according to ability or in mixed ability groups, this will be dependent on the task being undertaken. The initial stimulus will be discussed with the whole class as is the final reflective critical session which takes the form of the plenary.

Pupils are encouraged to discuss one another's art and design work to develop their own critical awareness. Sketch books are used across the key stages to allow pupils to record, develop, plan, adapt and reflect upon their art and design work.

## **Pupils with special needs and equal opportunities**

Every pupil in St. Elizabeth's has equal access to the art and design curriculum. We aim to ensure that all pupils undertake a balanced programme of art and design, involving activities that build upon previous work, taking into account pupils previous achievements. In this way we hope to provide for those who have barriers to learning, the highly gifted or talented pupil and all pupils a positive and supportive environment which allows children to work from what they know and understand. As in other subject areas, resources and teacher support may be adapted to suit individual needs, additionally teaching assistants may be designated to work with individual pupils or groups on specific tasks. Through the use of these strategies we hope to ensure that all our pupils experience achievement and success in art and design.

AGT pupils in art will be identified by class teachers on art assessment sheets. Further opportunities may be provided for these pupils to further develop their talent through after school clubs or perhaps with outside agencies.

Excellence in art is celebrated through display in classrooms and around the school, making the environment an enriching visual experience. This provides

pupils with an audience for their work, a sense of value and achievement and an opportunity to compare and talk about one another's work.

### **Strategies for ensuring progression and continuity**

Planning for art and design is a process which all teachers are involved wherein;

- art themes/ areas of study are indicated on each year groups curriculum map.
- Individual art lessons and learning objectives and skills are indicated on weekly foundation planning grids.
- An outline of the art curriculum across the school is available on the art curriculum overview grid.
- Assessment to be undertaken termly by all ks1 and ks2 teachers.
- Staff training and opportunities for monitoring and evaluation are planned at the discretion of the SLT and art coordinator
- Scrutiny of sketch books and art focused displays by the coordinator.

### **The role of the art and design coordinator is to;**

Ensure quality of learning and develop continuity and progression by;

- Supporting colleagues in the teaching and assessment of art and design
- Monitoring progress and achievement through the collection of assessment data at the end of each year.
- Keeping a portfolio with examples of work
- Providing training when required.
- Taking responsibility for the purchase and organisation of art resources.

### **Assessment strategies and procedures**

Formative assessment is used to guide both the progression of the individual pupil in art and design as well as the general progress of each class. Assessment is also used to identify pupils' achievements in art. Summative assessment is carried out at the end of each term or half term (depending when specific art themes are time tabled )by class teachers recording assessment information on to pro forma provided by the coordinator. Assessment information will link to the four interrelated aims of the Subject : Generating Ideas, Making, Evaluating and Knowledge.

The very personal nature of pupil's art work can make it difficult to assess. However, when assessing pupil progress teachers will reflect upon what a pupil has to communicate, their thinking processes as well as the technical skill with which they express their thoughts and ideas. Thus, assessment will take place through discussion with pupils as well as observation of their attitude to art activities, effort and achievement.

Pupils are also encouraged to take part in the assessment of their own art work. They may be asked to evaluate chosen pieces of work, comments being recorded in sketch books or on pupil self- assessment sheets. Class teachers will decide if and when this is appropriate.

Records of progress can include a combination of ;

- Observations made on assessment recording sheets
- Pupil sketch books
- Teacher comments made through marking
- Photographs or examples of work kept in class portfolios in P.Drive

Reporting to parents is done on a termly basis through interviews at open evenings and annually through a written report. Reporting in art may focus on pupil's attitude to the subject, interest and involvement in art tasks, technical skills, levels of understanding and perception or the elements of art that have been taught.

### **Health and Safety**

At St. Elizabeth's, it is important that pupils work in an environment that is safe and secure. Pupils are always supervised by an adult when art lessons are undertaken. From the earliest age pupils are taught how to handle equipment safely. They are shown how to protect their clothing when using materials that can mark or stain. Children are taught how to clean and tidy equipment away in age appropriate ways. Each teacher is responsible for matters of health and safety within their own classroom, regularly assessing the classroom itself, equipment, storage as well as the suitability of tasks to the age group of children.

