

St. Pius Xth R.C.V.A. Primary School

Art & Design Policy

Revised 1994
Revised 1997
Revised 1999
Revised 2002
Revised 2004
Revised 2008
Revised 2013
Revised September 2014

1. Aims

At St. Pius Xth Primary School we aim:

- To enable children to observe and record from first-hand experience and from imagination.
- To develop the children's competence in controlling materials and tools.
- To acquire knowledge of various art and design techniques and processes.
- To develop individual creativity and imagination through experimenting with different media.
- To begin to develop an awareness of the visual and tactile elements, such as, colour, pattern and texture, line and tone, shape, form and space.
- To foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers in their own lives and from different times and cultures.
- To develop a cross curricular approach to the use of art and design in all subjects.
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

2. Objectives

Pupils should:

- a) Develop drawing skills with different tools, scales, 2D/3D media e.g. wire, wool;
- b) Record observations from direct experience of the natural and man-made environment;
- c) Respond to memory and imagination;
- d) Collect and sort images, objects and source material;
- e) Explore a range of materials, tools and techniques;
- f) Explore how images can be made, including the use of ICT, using line and tone, working with a variety of tools and materials;
- g) Use sketch book habitually to record observations and ideas, make plans and designs, as a tool for reflection;
- h) Apply knowledge and experiences of different materials, tools and techniques, using them experimentally and expressively;
- i) Explore colour-mixing from primary colours;
- j) Apply principles of colour-mixing in making various kinds of images;
- k) Explore and recreate patterns and textures in natural and man-made forms;

- l) Experiment with pattern and texture in designing and making images and artefacts including use of ICT/CD ROMs;
- m) Explore the use of shape, form and space in making images and artefacts;
- n) Make 3D work for a variety of purposes
- o) Use a developing specialist vocabulary to describe work and what it means;
- p) Understand and use subject-specific terms such as landscape, still-life, mural, etc.;
- q) Review work and modify it as they see the need for change;
- r) Talk about work and how they have made it;
- s) Work collaboratively, showing respect for others' ideas;
- t) Identify examples of art in school and the environment
- u) Identify different kinds of art – present and past from books, visits, CD Roms and the Internet
- v) Represent in own work an understanding of the theme or mood of a work of art;

3. Organisation & Planning

This is arranged by Key Stage and delivered by the class teacher. Planning is based upon the National Curriculum 2014.

We aim to provide cross-curricular links for our children's art experiences.

We aim, at every stage in the educational development children should have opportunities to handle and look at:

- Natural objects - pebbles, leaves, shells, plants, flowers, bones and feathers etc;
- Man-made objects - wheels, boxes, clockwork machinery, pots, kitchen crockery, antique objects and ornaments;
- Inside and outside - houses, schools, shops, parks, streets, gardens, woods and fields or the inside and outside forms of shells, peppers or the different textures on the inner and outer surfaces of an orange.

Some of the first-hand experiences might be heightened by the use of mirrors, magnifying glasses or binoculars to extend the children's vision, while their attention will be drawn to:

- Surface textures: bricks, stones, wood, textiles
- Form and shape: stones, flint nodules, bones, pottery, plants, trees, buildings, cars, landscape, pebbles, shells
- Pattern and camouflage: birds, animals, fish, butterflies, moths, printed textiles, tyres,

walls, fences, metal grills

- Line: drawings, trees, posts, pylons, railway lines, vapour trails
- Colour and tone: flowers, plants, leaves, textiles, paintings, prints, photographs, dress furnishings, skies, rusty metal.

4. Progression

We will use the National Curriculum 2014 to provide a base for expectations.

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, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a 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 their use of materials, with creativity, experimentation and an increasing 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.

The teacher will need to ensure continuity and progression through well-considered experiences in which pupils can employ designing and making skills. We will also use the guidance given by Durham County Council within the ‘**National Curriculum 2014 Progression Guidance**’.

5. Resources

These will be stored in each classroom and the resource room, and be ordinarily renewed in the Summer Term after a thorough audit. Due to the move from QCA units to the new curriculum there maybe need to request/ order throughout the year.

Collections of objects and pictures will be built up in the resource room.

6. Equal Opportunities

Staff recognise the fact that there are children of differing ability in all classes, and thus provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies:

- Setting 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;
- Providing a range of challenges with different resources;
- Having more adults support the work of individual children or small groups.

7. Monitoring and Review

This will largely take place Termly by scrutiny of sketchbooks and through teachers' planning.