

St Pius X RCVA Primary School

Art Policy



Revised 2021

Art Policy



1 Aims and objectives

- 1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. 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 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 of the visual arts enriches all our lives.
- 1.2 The curriculum for art and design aims to ensure that all pupils:
- produce creative work, exploring their ideas and recording 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 forms.

2 Teaching and learning style

- 2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.
- 2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all 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;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

2.3 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’

3 Art and design curriculum planning

3.1 Art and design is a foundation subject in the National Curriculum. At St Pius X we have worked together to develop an art and design programme of study based on the National Curriculum objectives.

3.2 We carry out the curriculum planning in art and design as part of our long term and medium-term planning.

3.3 Our medium-term plans give details of each unit of work for each term, which will be completed within one half term to alternate with the teaching of Design Technology. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Individual teachers are responsible for keeping these plans in their individual planning files.

3.4 We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, so that there is an increasing challenge for the children as they move up through the school.

4 The Foundation Stage

4.1 We encourage creative work in the nursery and reception classes as this is part of the Early Years Foundation Stage. We relate the creative development of the children to the objectives set out in the Early Years Foundation Stage curriculum. The children’s learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

4.2 We provide a rich environment both in the classroom and outdoors, in which we encourage and value creativity. Children have access to a craft area and painting station within their classroom, which they use independently. The adult-led activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging 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.

5.2 Mathematics

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.

5.3 Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

5.4 Personal, social and health education (PSHCE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

5.5 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. 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 and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special needs

6.1 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. Work in art and design considers the targets set for individual children in their SEN Support Plan.

7 Assessment and recording

7.1 We assess the children's work in art and design whilst observing them working during lessons. Once the children complete a piece of work, we mark as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum objectives, to provide the basis for assessing the progress of the children, and to pass

information on to the next teacher at the end of the year. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

- 7.2 The art and design subject leader monitors progress by looking at samples of work. This demonstrates what the expected level of achievement is in art and design in each year of the school.

8 Resources

- 8.1 We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of resources aimed at our individual focus subjects, but we keep the more specialised equipment in the store cupboard.

9 Monitoring and review

- 9.1 The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader meets the head teacher to report on the strengths and weaknesses in the subject, and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

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