



## ART AND DESIGN POLICY

### INTRODUCTION

Art and Design is a subject within the National Curriculum 2014. This policy is a statement of the aims, principles and strategies for the teaching and learning of Art design at St Gregory's Catholic Primary School.

It was developed through a process of consultation with the subject co-ordinator and staff and is reviewed on an annual basis.

It is the role of the Head Teacher and Art and Design Subject Leader to ensure that the policy is successfully implemented.

### THE NATURE OF ART AND DESIGN

Art and Design is concerned with the ability to turn ideas into reality. It involves the application of knowledge, skills and experience, using a distinctive creative process which results in practical outcomes. Pupils learn how to take risks, becoming **curious**, resourceful, innovative, **reflective**, **resilient** and creative.

Art and Design is seen to make a unique contribution to the education of pupils. As well as providing pupils with personal satisfaction through solving practical problems, it will also enhance the self-esteem of our pupils. They will become aware of the needs of society, business and industry. High-quality Art and Design education increases cultural capital for our children and also makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### ENTITLEMENT

It is our intention to ensure that every child develops Art and Design capability through provision of the equivalent of **1 hour per week** for each child in Key Stage 1 and **1 ¼ hours** in Key Stage 2. The time allocation may vary due to individual teacher's planning. For example, teachers may teach a block of Art sessions over a couple of weeks rather than spreading lessons over a full term.

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, explore their ideas and record 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.

## **Work will allow children to:**

### **Key stage 1**

- 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.

## **AIMS**

Art, craft and design embody some of the highest forms of human creativity. At St Gregory's Catholic Primary School, we believe a high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more *curious* and rigorous understanding of Art and Design. They should also know how Art and Design both *reflect* and shape our history and contribute to the culture, creativity and wealth of our nation. Thus, allowing them to enhance their culture capital.

Our children are encouraged to develop their skills of observation and be involved in class discussion. Children are encouraged to use the environment, artefacts, the work of famous artists, and textiles for observation and as a stimulus for their own work.

Children are given opportunities to express and develop their own thoughts and feelings, which they can then use to create their own work using a wide variety of materials in both 2D and 3D.

## **IMPLEMENTATION**

The Art curriculum involves activities which may stand independently or be integrated within topics and throughout the curriculum.

Practical guidelines for implementation of the policy are provided in the Art scheme of work. However, if a teacher wishes to adapt the topics, implementing activities that relate more to their curriculum, this is acceptable. They must, however, still deliver the skills through the topic they choose.

## **HEALTH AND SAFETY**

Children will develop the knowledge and understanding of health and safety, as consumers and when working with materials and tools. This includes:

- Use of materials, tools and techniques in accordance with health and safety requirements.
- Appropriate storage of tools and materials.
- Teaching pupils to recognise hazards in a range of products, activities and environments and to take action to control the risks to themselves and others.

A risk assessment form will be completed by staff prior to the unit of work. This will identify any risks and procedures will be put into place to minimise these.

## **SPECIALIST TA ROLES**

Specialist TA are regularly used to support work in Art and Design. They plan activities (eg: Book Bench Project) carefully with the class teacher to ensure development of appropriate skills. Such provision allows more focused, small group activities with the extension of skills and experiences.

## **RESOURCES**

A variety of regularly used tools and materials for cutting, shaping, joining and combining (e.g. scissors, glue) will be stored within the classroom. Other resources which are needed on a regular basis are available in school and replenished often.

## **ASSESSMENT AND RECORDING**

Children's work in art will be subject to ongoing assessment, linked to the topic being covered and the skills taught. Whether the art skills are taught individually or integrated within our bespoke curriculum, the skills and techniques taught are presented in their individual journals. This moves with the children through the years groups to demonstrate their progression of skills.

Annual reports are provided for parents.

Monitoring of the standards in Art is the responsibility of the subject leader and Curriculum Team. Planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School M/E policy on a rolling programme. The subject leader produces an annual Subject Report for the SLT and Governors in the summer term.

## **THE ROLE OF THE SUBJECT LEADER**

The subject leader for Art and Design is Mrs Cheryl Beesley.

It is the role of the subject leader to:-

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Art and Design throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work.
- Monitor progress in Art
- Take responsibility for the purchase and organisation of central resources for Art.
- Attend the Art Cluster meeting and liaise with their staff to organise events for children and develop subject leadership eg CPD opportunities, specialist teaching in school, workshops.
- Keep up-to-date with developments in Art education and disseminate relevant information to staff.
- Produce a report to Governors at the end of each school year.

## **BACKGROUND DOCUMENTATION**

This policy was informed by reference to National Curriculum documentation 2014.

## **REVIEW**

This policy will be reviewed by the Head teacher and all the staff on an annual basis and amendments presented to the Governing Body.

Date of last review: September 2021

Cheryl Beesley