

*Through God's grace a community growing in
knowledge and understanding*



St. Laurence Catholic Primary School

Art Policy



Policy Statement:

Art, craft and design embody some of the highest forms of human creativity. 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 their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more 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. (*National Curriculum p199*).

Therefore, Art at St Laurence will play an important part in children's lives. Children will be given the opportunity not only to express themselves through art, but also to appreciate and value their rich cultural heritage and the art of other cultures.

Aims:

- Promote art as a vehicle, which can enable children to experience enjoyment and success.
- Enrich pupil's experiences of art.
- Develop creative, imaginative and innovative skills.
- Provide children with the opportunities to explore a variety of approaches in art and craft.
- Develop understanding about different ways in which ideas, feelings and meanings can be communicated in art.
- Develop understanding of pattern, texture, colour, line, tone, shape, form and space.
- Develop appreciation of the work of artists and craftspeople from our diverse cultural heritage

Learning and Teaching:

All children will be taught the skills and knowledge as outlined in the National Curriculum document, in a balanced programme of art activities, which build on previous work achievements. These skills will be developed through the IPC units of learning.

In Key Stage 1:

Pupils will 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.

In Key Stage 2:

Pupils will 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 will 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.

Planning

At St Laurence, Art is planned in year teams and themes link to the international primary curriculum (IPC). Each year group will use the suggestions highlighted in the IPC units and build on this with their own ideas. The IPC units are planned in accordance with the National Curriculum and include a variety of different objectives. Art specific IPC units should be reviewed at the end of the unit and any issues which arise should be discussed with the subject leader for Art. It is the responsibility of Phase Leaders to inform the Art Leader of any amendments to medium term planning, thereby ensuring the monitoring of continuity and breadth of study in Art.

Recording in Art

Art skills are recorded within IPC topic books and specific Art books.

They can be recorded in a variety of ways:

- For observational drawing/painting
- For practising/recording techniques
- For working drawings on something they might make
- For collecting visual materials that may act as stimuli/reference for a piece of work.

Inclusion/SEN

At St Laurence, all children have access to the art curriculum and we value the contribution of each child, their work, opinions, ideas and feelings. It is a subject where differentiation is mainly by outcome and lessons are differentiated to meet the needs of individual pupils. All children have equal access to the art curriculum regardless of their age, gender, race, ability or physical disability. We promote work that is differentiated for the performance of groups and individuals. Where possible art will reflect the rich cultural diversity of the pupil's backgrounds.

Enriching the Curriculum

We believe Art is a subject which supports and enhances learning in other areas and,

therefore, cross-curricular links are exploited where appropriate through the International Primary Curriculum (IPC). We also believe that it is important that children's success in Art is acknowledged and celebrated appropriately. This will be done through classroom displays and displays around school. It will also be celebrated during class assemblies where children will have the opportunity to share their artwork with the whole class.

Computing

Children will be given opportunities to plan, develop, and present visual work. Opportunities for Art within Computing will be identified in Medium Term Plans. iPads will be used to record and represent artwork in different forms.

Communicating information in visual form:

- Posters, labels, cards for special occasions, diagrams, plans, graphs, magazines, newsletters, opportunities to experiment with pattern and picture libraries.

Using the Internet to investigate and retrieve information:

- The internet is used to provide a wide range of visual stimulus for art projects, especially for introducing children to the works of art by famous artists and other cultures.

Assessment and Monitoring

Monitoring

- The subject leader, in consultation with the Headteacher, carries out a range of monitoring activities and provides developmental feedback to support school improvement in all year groups.
- Informal ongoing assessment by the Class Teacher to include marking of work, and discussion with both parallel Class Teacher and child. In the Foundation Stage progress is monitored through the Foundation Stage Profile.

Differentiation

- By outcome, choice of materials and task.

Progression

- This is ensured by planning to the IPC, monitoring of IPC Topic books and Art books by Class teachers and the subject leader for Art to ensure progression.
- Termly plans are available for the subject leader and link to yearly plans.

We think that it is important that learning intentions are shared and discussed with pupils in order to guide their learning. We recognise that children may achieve outside of these learning intentions. Individual and group discussions will take place with the children before, during and on completion of work. These discussions will provide a basis for evaluation and assessment for both children and teachers.

IPC Topic books and Art books will be used for ongoing assessment and to form the basis of reports to parents. They will also be used by the children for self-evaluation. Class teachers are responsible for assessing the development of individual pupils' skills.

Evaluation and Review

Reviewed by Standards committee December 2019

Next review due January 2022.