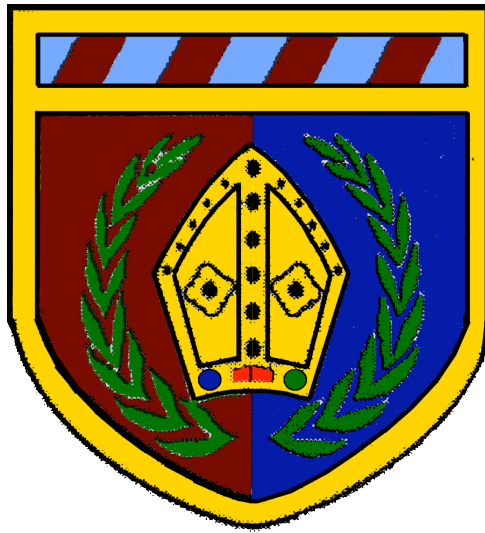


# St John Fisher Catholic Primary School



## Art Policy

"To live, love and learn and learn in our caring community"



## St John Fisher Catholic Primary School

### Art Policy

#### Rationale:

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.

#### Aims:

At St John Fisher Primary School, we aim to:

- Ensure that all children enjoy an active involvement in art, craft and design.
- Ensure that all children have the confidence and the skills to communicate their own ideas through their artwork.
- Give the children the opportunity to experience a broad and balanced range of art activities and to show progression within these experiences.
- Help the children become visually literate and able to identify and apply the key elements of art.
- Support the children in developing their ability to analyse and make informed critical judgements about their work and the work of other artists, using specific art language.
- Teach the children to respond positively and with understanding to the diversity of art, craft and design across different cultures, times and styles.

## **Objectives:**

Through a planned programme of work constructed around the National Curriculum Programme of Study all children will be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in work to be undertaken.
- Develop an increasing ability to observe, analyse and record the world around them.
- Understand and apply the basic principles of art, craft and design to include line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion, perspective.
- Record what they imagine.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as areas to develop.
- Evaluate the outcome of their own work against specified criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from the start to the completion of a piece of artwork.
- Recognise the different approaches taken by artists in their work.
- Recognise that art, craft and design does differ between cultures and reflect the times in which they were produced.

## **Management and Organisation:**

Art and Design is a foundation subject in the National Curriculum. At St John Fisher Primary School, a scheme of work for Art and Design is available for class teachers to follow, in order for the pupils to acquire a broad base of knowledge and skills in a range of design and make activities.

### **The Foundation Stage**

We encourage creative work in the reception class as this is part of the Foundation Stage. We relate the creative development of the children to the objectives set out in Development Matters, which underpin the curriculum planning for children aged three to five. 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.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside other adults. The activities that they take part in are imaginative and enjoyable.

### **At Key Stage 1**

Pupils are encouraged to think imaginatively and to talk about what they like and dislike when being creative. They encourage children to evaluate their own ideas and methods. Pupils learn how to use ICT as part of their designing and making.

### **At Key Stage 2**

Pupils work on their own or as part of a team when being creative. They think about what materials are used for and they plan and evaluate their art. They draw on knowledge and understanding from other areas of the curriculum and use ICT.

In all contexts, in Key Stage 1 and 2, the subject is taught in a way to ensure progression of skills and knowledge.

We aim to allocate a minimum average of an hour a week for Art & Design/or Design and Technology. Teachers may use this flexibility as necessary and may 'block' units of work together where his works best.

### **Role of the Subject Leader**

The co-ordinator will:

- Oversee the development of Art and Design within the school.
- Provide guidance to individual members of staff.
- Develop, revise and evaluate the Scheme of Work.
- To ensure the policy is implemented within the school.
- Monitor the teaching of Art and Design within the school.
- Support colleagues in the delivery of Art and Design, providing and organising INSET training where appropriate.
- Liaise with outside agencies for additional Art and Design experiences for children.
- Ensure that resources are relevant to topics and are accessible and available.
- Purchase new equipment and consumables.

### **Accommodation and Resources:**

Resources and materials will be available to develop the needs of the children in KS1 and KS2. The co-ordinator is responsible for obtaining, organising and reviewing the art resources. The co-ordinator will carry out a yearly inventory of resources, tools and media available in school to ensure that the appropriate resources are available to support a wide range of art activities.

Pupils in Key Stage 1 will be involved in Art lessons in the classroom. Certain activities may be lead by a Teaching Assistant in the Art Room.

Pupils in Key Stage 2 will be involved in Art lessons in the classroom.

Certain activities in both Key Stages may be undertaken on educational visits or led by visiting agencies.

Teaching Assistants and voluntary helpers may be asked to help with Art activities. The class teacher is responsible for ensuring that helpers are confident with the lesson content and the health and safety aspects that may arise from the activities.

The equipment is divided between the infant and junior buildings:

In Key Stage 1, certain resources are classroom based, such as paintbrushes, palettes and so on. Other consumable items are kept in the infant stockroom. Topic boxes are also available for each Art module where appropriate.

In Key Stage 2, certain resources are classroom based, such as paintbrushes, palettes and so on. Other consumable items are kept in the junior stock cupboard and Art cupboard. Topic boxes are also available for each Art module where appropriate in the Art cupboard.

Resource lists are also displayed. The main list is displayed on the inside door of the Art cupboard door. Each class teacher also has a list of available resources in the Art scheme of work.

### **Health and Safety**

The curriculum is planned and executed to meet H&S requirements, so far in as is reasonably practicable. We acknowledge that equipment must be suitable and appropriate and fit for purpose. Risks and hazards are controlled through use of risk assessment and implementation of risk control measures. Where personal protective equipment is required as identified by risk assessment, information, instructions, training and supervision in the use of the equipment will take place. Correct pupil/ staff ratios to be adhered to. Only authorised equipment should be used.

### **Teaching and Learning:**

Art at all levels should be delivered using a variety of teaching styles in order to make the lessons suitable for all pupils regardless of ability, ethnicity or disability.

Teaching should include opportunities for:

- Using a variety of approaches that are matched to the activity.
- Discussion to be undertaken in a group format and as an individual. This approach heightens experience and helps to evoke images that remain personal to the child. This also results in individual work that reflects personal investigation and way of working.
- First hand experiences to enable the children to work from direct observation rather than becoming reliant upon second hand images.
- Regular assessment of the children's work to record their effectiveness, to keep evidence of their development and to report their progress.
- Planned encounters with people who are directly involved in art in its widest sense. These could include artists, sculptors, crafts people, designers and architects. Where possible, children should also have the opportunity to visit museums, galleries and exhibitions to see the work of such people on display.
- The use of Information Technology to develop their art skills and abilities.

### **Assessment, recording and reporting:**

Assessment and record keeping will be kept by individual class teachers and be based on evidence gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities e.g planning, designing and photographing practical activities.

### **Equal Opportunities:**

The teaching of Art will support the whole school policy on equal opportunities.

Art will avoid gender stereotyping, with all pupils engaging in all activities.

Pupils with special educational needs will be supported in line with the whole school policy on SEN. Art is available to all pupils regardless of ability or physical disability and appropriate intervention and teaching methods will be used wherever necessary.

The cultural background of the children will be acknowledged and respected in both the planning and the delivery of the art curriculum.

### **Art and I.C.T:**

I.C.T. will be used to enhance the pupils' knowledge and understanding of Art as a tool for communicating ideas and experimenting with designs.

### **Staff Development:**

The co-ordinator will:

- Have an overview of the subject throughout the school.
- Identify the needs of the staff through monitoring and discussion and organise appropriate training.
- Explore a range of training options: school based, teacher centre based, partnership centre based.
- Facilitate the sharing of knowledge amongst staff at staff meetings when appropriate.

### **Monitoring and Review:**

The Subject Leader will monitor Art and Design through the following:

- Monitoring planning
- Lesson observations
- Work scrutiny
- Pupil Interviews
- Assessment data

The Subject Leader will also keep a portfolio of evidence of children's work.

Signed:

Headteacher:

Date: September 2013

