



Mission Statement

St. Patrick's Catholic Primary School offers distinctive education within a caring Christian community where everyone can feel valued, confident and secure.

We believe that each person is gifted, unique and loved by God.

By working in partnership, we create a challenging, stimulating and effective learning environment where Christ is our inspiration.

Art and Design Policy

Adopted date:

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Ratified date:

Who ratified:

Next Review:

Headteacher Signature

Chair of Governors' Signature:

Mission Statement

This is Saint Patrick's Catholic Primary School's policy for Art and Design and is set within the context of the whole school aims and Mission Statement:

Loving, Laughing, Learning: We are God's Amazing Gift

Intent

At St Patrick's Catholic Primary School, we have designed a curriculum for the arts with the intent that our children will, from the early years, develop a sense of creativity, self-expression, excellence and spirituality.

We will deliver a curriculum that:

- Exposes all children to the arts, giving them a chance to experience, and participate in a range of creative activities and events
- Give the children a chance to experience religion through art.
- Allows our children to experiment in a 'safe' environment where there are no 'right' or 'wrong' results, thus, both self-expression and self-esteem may be enhanced
- Give's children entitlement to a wide range of experiences in the arts as part of and in addition to the curriculum
- Give's children the opportunity to explore, develop and communicate their personal, aesthetic response to experience
- Develops their knowledge and skills within a wide range of arts activities
- Introduces them to an appreciation of the arts that will last a lifetime
- Develops their appreciation of the diverse cultural heritage within the school and local community

- Helps them make personal interpretations of what they have experienced.
- Encourages children to express themselves creatively using a wide range of media and situations.

Implementation

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school. The teaching, learning and sequencing of the curriculum follows:

All children follow a program of progressive skills in art and design, creative dance, music and drama. These take place in discrete art and design lessons and as a means of communication in other wider curriculum subjects.

Wherever possible first hand experiences and real things are used to stimulate art and design activities. Teaching is done in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown to the children.

In group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.

Art activities are differentiated to ensure that all pupils can access the tasks and have an appropriate level of challenge. Pupils with particular talents are given opportunities to extend them. Opportunities for using and extending art skills are built into lessons in other subjects.

At St Patrick's we ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are perhaps more relevant to children today.

In the EYFS, there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.

Impact

Each pupil will:

- Experience a broad, balanced arts curriculum, with an emphasis on the development of understanding and skills in art and design, creative dance, music and drama
- Experience the arts through other areas of the curriculum
- Be given a wide range of opportunities to express themselves creatively.
- Be given the opportunity to develop skills and interests in out of hour's learning
- Begin to develop awareness of the emotional impact the arts have on themselves and on an audience

The Nature of Art and Design

Art and Design is the means by which we can develop our children's creativity and imagination through visual, tactile and sensory experiences. It is a unique way of responding to the world through communication of ideas, feelings and meanings. Through the use of Art and Design, children explore ideas and meanings through studying 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 on different periods and cultures. At Saint Patrick's Catholic Primary School, we are committed to providing such opportunities

through the use of experiencing colour, texture, form, pattern and different materials and processes.

The purpose of Art and Design

Art and Design is a feature of a broad and balanced curriculum. Through each discipline, children are offered opportunities for individual expression and interpretations of their own world. They are about discovery, pleasure, and celebration, handling a variety of materials, dealing with emotions and developing creative thought. Through Art and Design all children have the opportunity to explore, express, respond and communicate according to individual ability and preference. Children will also have the opportunity to explore their own cultural identity, and that of others, and be introduced to artists, craft makers, architects and designers on a local and global platform. Imaginative, practical, manipulative and social skills are all required during the teaching of each Art and Design.

Aims

- by providing Art and Design at Saint Patrick's Catholic Primary School, we aim to develop:
- a cross-curricular approach to the use of art and design in all subjects
- an ability to articulate and communicate ideas about their own and others work
- to be inspired by artists, architects and designers, and encouraged to express opinions and feelings
- to be introduced to artists, craft makers, architects and designers on a local and global platform
- to enable children to observe and record from first-hand experience and from imagination and to select their own ideas to use in their work

- to develop individual creativity and imagination through experimenting with different media
- to begin to develop an awareness of the visual and tactile elements including; drawing, colour, texture, sculpture, printing, textiles and pattern
- to improve the children's ability to control materials, tools and techniques
- to develop increasing confidence in the use of visual and tactile elements and materials
- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design
- to foster enjoyment and appreciation of great artists, craft makers, architects and designers
- to discover artists, craft makers, architects and designers from across the globe, with representation spanning a wide range of ethnicities, cultures, religions and gender orientations
- to ensure the artists, craft makers, architects and designers studied represent the children we teach.

Expressive Arts and Design in EYFS

We encourage creative work in the Nursery and Reception classes, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. This 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 are engaged in a wide range of activities, and their responses involve the

various senses. We give them the opportunity to work alongside artists and other adults and children. The activities that they take part in are imaginative and enjoyable. Through our planning, we reflect on the different ways in which children learn implementing characteristics of effective learning, these are playing and exploring, active learning, creating, and thinking critically.

During EYFS, pupils will have the opportunity to develop creativity and imagination through activities designed to explore colour, texture, form, shape and space in two and three dimensions.

They begin to explore and investigate the visual tactile and sensory qualities of materials and processes. They begin to use colour and shape and to investigate and explore the use of pattern and texture to represent feelings and ideas.

Art and Design in KS1

Art and Design is a foundation subject in the National Curriculum and whilst we adhere to the programmes of study, our planning may be cross-curricular and linked to the specific circumstances of our school. We might use the local environment, a current theme or topic or the children's interests as the starting point for many aspects of our work.

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.

Art and Design in KS2

As children progress to KS2, the foundational Art skills they have learnt in KS1 will be built upon and challenged through development of techniques, control and use of materials, and increased opportunities for creativity, experimentation within art, craft, architecture 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.

Creative Learning Environment

We actively work to provide an environment that will enable our children to reach their true potential within and through Art and Design. To do this we take account of the emotional and physical environment realising that the attitudes of adults working with the children is as important as the space and resources with which they are working.

At Saint Patrick's, 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. Teachers understand that in order to allow children the freedom to create and be expressive within their art, the environment must be based on trust in order for the child to feel that freedom to create art,

which represents themselves, their identity and their thoughts and feelings.

We recognise that creativity is an important part of the development of the whole child and as a result include art and design in enrichment activities and in whole school creative days. This provides all children with an opportunity to explore areas of art and design which are not covered until later on in their education. It also allows us to make links with SMSC and RSE to enable children to study how Art has been used throughout history as a tool to both record events and feelings and also to help push for change in our world. We also aim to make strong cross-curricular across the wider curriculum.

Planning

Planning within year groups is a vital part of the whole school working towards consistent and high standards and equality of provision for all classes in all year groups. The curriculum for each year will be planned to give consistency and match skill progression, within and across year groups, clearly identifying end of year milestones/ age related expectations.

Teaching

Teachers planning for Art and Design may sometimes be linked to other subject areas, such as observational work in Science and the use of materials in Technology. However, as part of creativity we may use art as a creative way of teaching other subjects such as History. We try to make strong use of cross curricular links and encourage planning based around the topic or theme at that time.

In order to achieve the objectives of the Art & Design Curriculum, the subject is taught as an isolated bespoke curriculum days throughout the year.

Our combined medium/ short term planning is detailed and highlights the specific learning objectives and expected outcomes of each lesson. It also gives details of how to teach the lessons and how success will be measured. They set out clear objectives; key vocabulary; the work is matched to pupil's abilities and interests; it ensures progression, continuity and subject coverage throughout the school; and culminates in the answering of the key assessment question.

Assessment and Monitoring

Assessment of the learning outcomes in each unit show how children might demonstrate what they have learnt and the answering of the key question will allow teachers to assess. At a formative level, children should be involved in actively evaluating their work and thinking about possible improvements. Pupils from Year 1 onwards keep a sketchbook as a working documentation of their exploration of materials, investigation and development of ideas besides showing links with other subjects. Photographic evidence highlighting areas covered and indicating levels of achievement of the element being taught at that time may be kept. The teachers will also be keeping a scrapbook or floor book documenting art and design over the course of the year.

Assessing Progress EYFS through the Early Learning Goals and the National Curriculum through the attainment target levels give a progressive indication of the progress expected of the child through their primary school life. Assessment will be done by observation, discussion, key questions and reflection through the pupil's sketchbook Sketch Books.

Equal Opportunities

Saint Patricks Catholic Primary School believes that equality of opportunities for all those in our care is paramount and all our policies, procedures and practice will reflect the rights of all children and adults including those with special educational needs or a disability, all ethnic and cultural groups and those with English as an additional language. We have a zero tolerance attitude towards any form of discrimination and will challenge any inappropriate attitudes and practices.

SEND

As in all other areas of the curriculum additional provision will be made for gifted/talented children or those with special educational needs. This may take the form of work differentiated by task or outcome, additional support or where there is physical disability specific equipment.

The class teacher will be responsible for identifying and planning for those needs with help from the Art and Design Co-ordinator and/or SENDCO if applicable.

Display

We aim to provide an environment that is stimulating and challenging and from which the children can both learn and take pleasure. Displays should explain the work, be interactive and incorporate 3D work as much as possible. The displays should have a title and the key learning referenced.

Resources

A resource audit and purchase is carried out annually. Before new stock is ordered, teachers fill out request lists based on specific needs for their future Art lessons. There are both central resources in the Art

cupboards and also some supplies are kept in individual classrooms. Children are encouraged at all times to respect and care for their working environment, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy of use.

The Role of the Art and Design Coordinator

- Provide a strategic lead and direction for the subject
- Complete regular professional development and feedback to staff
- Have a full secure knowledge of the Curriculum Overview and Skill Progression
- Understand the age-related expectations for each year group and key stage
- Support and offer advice to colleagues on issues related to the subject
- To collect samples of work and take photographs to create a visual record of work
- Monitor overall pupil progress in that subject area
- To identify training needs and make provision accordingly;
- Efficiently renew, update and replenish the resources needed to deliver the curriculum
- Keeping staff informed of developments or changes in the Art and Design curriculum.