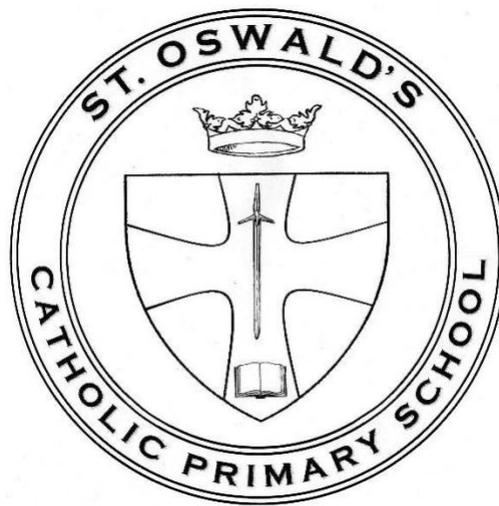


St Oswald's Catholic Primary **School**



Art and Design

Policy **2021**

St Oswald's Catholic Infant School
Art and Design Policy

Mission Statement

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

'Together with Jesus we will learn and grown in faith'.

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 St. Oswald'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, 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 St. Oswald's, 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 and 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 St. Oswald'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 RSHE 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.

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.

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 topic in three half terms across the year. Design Technology is taught in the remaining three half terms in the year. In Key Stage 1 and 2, Art & Design may be taught as a separate subject once a week, for an hour. In the Early Years Foundation Stage, Expressive Art & Design is taught within the themes and following children's interests.

Long-term planning has been curated by the Art and Design Subject Leader and carefully maps out the three main teaching areas within each topic – Inspire, Skill and Final Product – and the main skills to be focused on within this topic, linked to the Art & Design Skill Progression Map. The long term plan ensures an appropriate balance and distribution of work across each term ensuring a progression of skills and knowledge.

Our medium-term plans should be based on work for each half term, the unit of work overview should follow the school proforma giving clear guidance on:

- The statutory programmes of study;
- ARE assessment focusses;
- The time allocation;
- Key vocabulary;
- Resources needed to deliver teaching including ICT and homework opportunities;
- Key assessment questions.

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.

Each medium term plan is split into three key teaching areas to ensure that throughout the topic a clear roadmap is followed to achieve the assessment question.

1. Inspire:

- A focus on 'inspirations' - artists, crafts makers, architects or designers relevant to the topic;
- Opportunities for children to form opinions about at least two of these;

- Opportunities to research and study artists, craft makers, architects and designers on a local and global platform;
- Opportunities for children to select and build upon elements from the ‘inspirations’ which they would like to take forward and include in their own work during the topic.

2. Skill:

- Planned activities to focus on the main skills outlines for this topic, including drawing, colour, texture, sculpture, printing, textiles and pattern;
- Challenge for children identified as Greater Depth within this subject;
- Support and alternate activities for SEND children, to allow them to access the skills at an adapted level;
- Opportunities to improve the children’s ability to control materials, tools and techniques;
- Opportunities to develop increasing confidence in the use of visual and tactile elements and materials.

3. Final Piece:

- A planned final piece which directly answers the assessment question and allows children to demonstrate the skills learned and developed within the topic;
- Within their creative work, planned opportunities to record their experiences and feelings as an artist;
- A planned opportunity to evaluate and analyse their piece using the key language of Art and Design.

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. Tracking of children’s attainment is termly.

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.

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

St Oswald’s 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 in the main areas of the school are allocated on a termly rota basis to individual classes, while classrooms and quiet rooms are individual teacher's responsibility. Work for display must show the child's name. Displays should give explanations of the work, be interactive and incorporate 3D work as much as possible.

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.

COVID Recovery Curriculum

To ensure that all children are able to access the key Art and Design skills from time missed in school due to COVID school closures, the Art and Design team assessed each year group's progression in the 2019-2020 school year. They identified the Summer term topics to have been missed and noted the skills which children would need to catch up on. During the 2020-2021 school year, a COVID Recovery Curriculum plan has been put in place throughout the school.

For Art and Design, this has meant that our half termly topics have been taught in one stand-alone Art Day each half term. For each Art Day, the Subject Leader has identified the topic and key skills for each year group to plan and teach on that day and followed this up with monitoring to ensure that the Art and Design Key Skills have been met where possible. Our Art Days have been constructed as follows;

- Autumn 1 Art Day – previous year’s Summer term Art topic and skills;
- Autumn 2 Art Day – current year’s Autumn term Art topic and skills;
- Spring 1 Art Day – current year’s Spring Art topic and skills taught as blended learning both in the school bubble and via our online learning platform.

Review

The Art & Design lead will review this policy biannually and update, modify or amend it as necessary to ensure the policy meets the needs of St Oswald’s Catholic Primary School.