

ST.JOSEPH'S CATHOLIC PRIMARY SCHOOL  
Art and Design Policy  
(Updated January, 2017)

## **Aims and Objectives**

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 on the contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of complex activities.
- To communicate their ideas and feelings through a range of materials, tools and techniques.
- To increase knowledge and understanding of the role and purpose of art and design in different times and cultures.
- To provide children with visual, tactile and sensory experiences to develop and enhance their experiences of the world.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To develop increasing confidence to evaluate their work in order to develop future work.

## **Planning and teaching**

At Key stages 1 and 2 art and design is delivered through a scheme of work called Plan Bee which covers all aspects of the National Curriculum subjects. This includes knowledge of facts; skills practical abilities; and the understanding of concepts across all curriculum subjects. This scheme of work encourages children to explore media and works of art as a means to express their emotions, knowledge and understanding of the world.

Creative skills are incorporated into every area of the curriculum. Creativity in all forms fosters the imagination, develops manual dexterity and affords many opportunities for organisation and judgement. Children's work is always treated with respect. At St. Joseph's attractive, thoughtful displays of finished work are considered to be very important as a stimulus for learning and an appreciation of effort and ability.

The children are taught to work with various media in order to develop their: fine motor control, observational skills, appreciation of the use of colour, texture, line and form. The work of artists, from other cultures and times, enables the children to look with interest and understanding at a variety of creative expression in 2D and 3D form.

In each year group the children are encouraged to develop their skills in drawing, concentrating on people, landscapes, and observations of objects. Careful planning is necessary with regards to differentiation of ability and mixed age classes within the Key stages.

Key Stage Two are provided with sketch books and these are used to show children's work and progress. The children have opportunities to look at their work, evaluate it and consider improvements they feel would be useful to implement to their own piece of art work.

### **Foundation Stage**

In the Foundation Stage art is taught as an integral part of the topic work covered during the year, as well as developing basic skills. Aspects of art within the children's work is related to the objectives set out in the Early Years Goals (ELGs), which underpin the curriculum planning for children aged three to five. Art makes a significant contribution to the creative development of the child by allowing them to explore colour, texture, shape, form and space, responding to what they see, touch and feel, and express their ideas by using a widening range of materials and tools. It further supports the other areas of the curriculum through the choices the children make and the exploration and language. There are important opportunities for the children to develop and extend their learning through Child Initiated Learning (CIL).

### **Display and presentation**

The school recognises that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

### **Assessment and Recording**

We usually assess and feedback to pupils whilst observing them working during lessons. The National curriculum requires all children in Key Stage 2 to have a sketchbook to show different stages of their progression, observations and development of their imagination. Progression and achievement is shown in the teachers weekly and medium term plans against the learning objectives for each lesson. At times photographic records can also be used. Art and design is included in the end of year reports.

As other foundation subjects within our school, a final judgment is made and the assessment is recorded at the end of each unit of work in both Key Stage One and Key Stage Two. Foundation Stage follow the EYFS assessment format.

### **Equal opportunities**

In our planning and organisation of this curricular subject due consideration is given to equal opportunities in the areas of gender, ability and ethnicity, as well as providing more opportunities for visual and kinaesthetic learners.

### **Role of the Subject leader**

The subject leader will oversee the continuity and progression within annual and medium term plans. The subject leader will also monitor the quality of teaching and the standards of the children's work. Evidence will be kept from year to year. The leader will support colleagues and share expertise; arrange opportunities for outside agencies to visit the school and enhance learning; advise

teachers on the objectives and teaching methods for the next year; and encourage staff and pupil's creativity.

## **Resources**

We have a range of resources stored within the school: drawing, batik, some painting. Each classroom has basic art resources, which are maintained by the individual teachers. Posters, books and videos to aid teaching are in the hall cupboard and we use computing resources for art when appropriate. Money for subject development is allocated or a bid can be made in line with needs identified by the staff, subject leader or on the SDP.

## **Health and Safety**

Health and safety concerns include the storage of materials/ tools and how this equipment is used within lessons. Children are instructed in the correct and appropriate use of all resources for art. They are made aware of specific dangers e.g. when using sharp or heated resources, and are supervised during all activities.

Particular care should be taken with the following (as advised by Hertfordshire's model Art policy):

### **Plaster of Paris:**

Plaster of Paris is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form and texture. However, Plaster of Paris when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands or any part of their body in the mixture as it hardens. This can cause severe burning. When mixing the plaster with water it is advisable to use a stick rather than the hand, and for those children with skin allergies it is advisable that they should wear Nitrile (non-allergenic) gloves. This process should be used only with adult supervision. Plaster of Paris is of course used for setting fractured bones but in such cases it is never put in direct contact with the skin. In addition, it is used in relatively thin layers so the heat can dissipate.

The use of Mod-roc, (plaster impregnated bandage) to construct masks and sculptures may be used under adult supervision. This

material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream.

Craft knives, saws and other sharp tools

The school will make a risk assessment of the above tools and advise on the way they may be used to make art. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the Hertfordshire Health and Safety Guidance. (1994)

## **Contribution of art and design to the teaching in the core curriculum areas**

### **English**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of others, and to say what they think and feel about them, through specific vocabulary and descriptive language. Children are encouraged to verbalise their thoughts and ideas and about their own work.

### **Maths**

Art and design gives children opportunities to develop their understanding of shape, space and pattern, through two and three dimensional work.

### **Computing**

Computing is helpful to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children also use the internet to research about famous artists and designers.

### **PSHE**

Art and design contributes to some elements of personal, social and health education and citizenship. Children discuss how they feel

about their own work and the methods and approaches used by others. We try to provide opportunities for children to meet and talk to artists or others talented adults whilst undertaking their work.

### **SMSC**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.