

# Our Lady's RC Primary School



## Art & Design Policy

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**Signed:** *Miss Wallace* (Person Responsible)

**Date:** 6.1.2022

**Signed:** *[Signature]* (Headteacher)

**Date:** 6.1.2022

**Signed:** *C. M. Massingham* (Chair/Governor)

**Date:** 6.1.2022

# "Learning and loving together; we grow with Jesus"

## Our Core Values

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

**"Learning and loving together; we grow with Jesus"**

The Core Values that provide the foundation for that Mission are:

<b>Faithful</b>	<b>Positive</b>	<b>Safe</b>
<b>Nurturing</b>	<b>Forgiving</b>	<b>Fair</b>
<b>Respectful</b>	<b>Honest</b>	

## NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts** and **Christ – the Cross**



## **Our Lady's RC Primary School**

### **Art Policy**

Art is one of the highest forms of human creativity. We recognise that Art should engage, inspire and challenge pupils whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art. The curriculum enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Through teaching and learning about a range of great artists and designers, and the works they have created, the pupils develop the knowledge of how art and design both reflect and shape our history. Wherever appropriate, art and design are linked to other areas of the curriculum which gives children the opportunities to develop specific art skills and reinforces skills already established.

### **Aims and objectives**

To provide all children with an education in art and design that is stimulating, enriching and inspiring through curricular and extra-curricular learning.

- To encourage the confidence to produce creative work, exploring their ideas and recording their experiences.
- To develop an understanding of how to evaluate and analyse creative works using the language of art, craft and design.
- To gain knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- To give all children the opportunity to celebrate their art within school and the wider community.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.

### **Teaching and Learning**

Our Art and Design curriculum is defined by the programmes of study in the National Curriculum and the expected standards of children's performance by the attainment targets. The content of the programmes of study is implemented through a range of creative cross curriculum activities throughout the year groups. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. 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 or group activities.

Throughout the year we give children the opportunity to work on their own, collaborate with others, and work in two and three dimensions and on a range of different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

The teaching of art and design in the Foundation Stage is linked to the new Early Years Curriculum and quality learning opportunities for art and design are aligned with this. The teaching of art and design in the foundation stage allows children to develop artistic and cultural awareness that supports their imagination. They can freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences. The children are encouraged to show self-expression in a range of different ways using a range of media. EYFS art plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

EYFS Pupils should be taught to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Links to Early Learning Goals:

Creating with Materials -

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories

KS1

The teaching of art in Key Stage 1 allows pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. A variety of teaching and learning styles are used in art lessons relating to the theme and children's abilities and experience. Activities are planned in line with the National Curriculum and relate to a variety of cross-curricular links.

KS1 Pupils should be taught to:

- Use a range of materials to creatively design and make products
- Use drawing, painting and sculpture to express and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Explore 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

KS2

The teaching of art in Key Stage 2 allows pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. This is supported though the Arts Award programme completed by all KS2 children. Throughout the programme they have the opportunity to develop their technical and speaking and listening skills, explored drama, modelling, animation, pottery and printing. The children's art has a clear purpose as they develop skills that build up a process to their final piece. Year 1, 3 and 5 have been working alongside our resident artist Belinda John to create some brilliant artwork.

KS2 pupils should be taught to:

- Increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.
- Improve their use of tools and become confident in using a variety of techniques
- To use increasingly expressive language and art specific vocabulary to respond to their own work and that of others.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.

### **Assessment and recording of evidence**

The art subject leader will keep a school portfolio of photographs which reflects the diversity of art work within the school. This is a resource for teachers as well as a means of celebrating children's work. It can also be used as a method of sampling the progression of children's art work within the school.

Children's sketchbook may also be used as an aid to informal teacher assessment.

Classes can tweet, using the #ourladysart to share our art work online.

### **SEND and equal opportunities**

Planning should take into account the needs, gender and race within each year group so that all children find the work accessible, stimulating and, whenever possible, appropriate to their interests.

Children with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from 'open ended' art tasks and activities.

It is also a subject not necessarily governed by academic ability and provides all children with an opportunity to succeed. Each child is encouraged to feel their work is respected and of equal value to the work of others. Each child's work is celebrated and displayed – thus helping to promote self-esteem.

We aim to give all children the opportunity to develop an appreciation of art from different cultures through topic work or when studying religions and specific festivals.

Teachers present pupils with work from a variety of artists, craft workers and designers – including both genders and work from artists with a variety of ethnic backgrounds.

### **Resources**

We have a wide range of resources to support the teaching of art and design across the school. General and frequently used resources are kept in individual classrooms with larger and more specialised equipment found in key stage stock rooms.

Resources are monitored yearly. Stock and maintenance checks are carried out on a regular basis in order to provide high quality musical resources.

### **SMSC in Art**

**Spiritual** - Through the study of art & design students are able to address issues associated with the meaning of life and nature of the human condition. They are able to explore ideas, feelings and meanings making personal sense of their own creative work. Research into the work of other artists enables students to place their own experience into the broader context, recognise and value the world of others and develop a sense of their own identity and worth.

**Moral** – Studying the work of artists, designers and other sources enables students to develop an understanding of the codes and conventions of their own and other times and cultures. Through discussions, critiques and presentations they are able to explore moral issues, make value judgements and express personal views. Through group work, discussion and school displays, students have the opportunity to share and value each other's ideas.

**Social** – The study of art and design provides opportunities for students to consider the roles and status of artists, within society and understand how social conditions and conventions can affect the nature of the work and influence their responses to it. The art curriculum provides students with the opportunity to develop a deeper understanding of past and contemporary issues by exploring this through theoretical and practical activities.

**Cultural** – Students explore the roles and achievements of artists, craftspeople and designers in both the past and contemporary society. They are taught to recognise how images and artefacts influence the way people think and feel and understand the ideas, beliefs and values behind their making, relating art, craft and design to its cultural context.

### **Celebration of success and display**

Display is a valuable tool for sharing art work and should be a vehicle for celebrating the child's work within this subject. Art work will be displayed within classrooms and throughout the school.

All year groups are allocated corridor based display boards and these are frequently changed. They focus on a specific school theme or individual class topic.

We now have an art gallery display at the entrance to the school and have regular exhibitions to celebrate our art projects with the wider community.

### **Health and safety**

It is essential that teachers make pupils aware of any potential hazards when working with a variety of tools and materials. Teachers and pupils should know how to stay safe in relation to use and, when necessary, storage.