



Saint Norbert's Catholic Primary Voluntary Academy

Art and Design Policy 2021

ART AND DESIGN POLICY 2021

“To Live, Love and Learn in the Footprints of Jesus.”

As a Rights Respecting School, we aim to ensure, in particular, that:

- children enjoy the right to be educated
- children have the right to be treated fairly
- children have the right to be heard
- children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities
- children have the right expression by sharing information in any way they choose, including by talking, drawing or writing.

Purpose of study

Our policy is based on the art and design programmes of study from the National Curriculum. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Teaching and learning style

The school uses a variety of teaching and learning styles in art and design lessons. 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/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. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;

- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. At St Norbert's Academy we use our own Planning for Art and Design based on the aims of the National Curriculum, as the basis for our curriculum planning in art and design.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage in collaboration with other Subject Leads. These are incorporated into a two-year cycle to support our mixed year group classes. The Scholastic Planning Guide for the Art and Design 2014 Curriculum is used as a guide for Short Term Planning.

Our medium-term plans define what we will teach each term and ensure an appropriate balance and distribution of work. Class teachers provide the specific learning objectives for each lesson and give details of how to teach the lessons using the 'Key Assessment Criteria' (see Appendix 1).

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Early Years

We encourage creative work in Early Years as this is part of the Early Years Foundation Stage Profile. We relate the creative development of the children 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 provided both through good quality continuous provision, and adult-directed activities.

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

We provide a rich environment in which we encourage and value creativity. Both the outdoor, and indoor environment is used so all children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable. Progress is tracked throughout Early Years using 'Development Matters,' with assessment data and evidence collected through planned, and incidental observations alongside practitioner knowledge.

Contribution of art and design to teaching in other curriculum areas

English

Art is all around us. In its many forms, it presents fantastic opportunities for discussion, focused language work and skills-based activities. Art and design contribute to the teaching of English in our school by encouraging children to ask and answer questions, together with an opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them

Mathematics

Many of the core skills in art and maths are closely related. Both require spatial reasoning skills and the ability to recognise patterns. Artists and mathematicians use geometry in their work — including shapes, symmetry, proportion, and measurement. Art and design contribute to the teaching of mathematics in our school by

giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Computing

We use Computing to support art and design teaching. Children use software to explore shape, colour and pattern in their work. They collect visual information from a diverse range of artists to understand their techniques and to use these in producing digital art. e.g. Microsoft Paint. They help develop their ideas by using digital and video cameras to record observations as a basis for their own art. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contribute to the teaching of some elements of personal, social and health education and citizenship. It supports the development of skills such as: self-esteem, teamwork, critical thinking. The children discuss how they feel about their own work and the methods and approaches used by others. Art can develop transferable skills to the world of work such as increased confidence, nurturing their understanding of routes to education and employment in the creative and cultural sector, expressing what they feel passionate about and organisational skills. Pupils are given opportunities to meet and talk with artists and other talented adults enabling them to consider their future career in the world of work.

Spiritual, moral, social and cultural development

The teaching of art and design enables pupils to engage with spiritual ideas through the arts. Pupils are able to question the meaning of history and spirituality between works studied; to consider what can be learned from these expressions of faith by referring to their own experiences, beliefs and values. They will develop their capacity to enter life's mysteries with imagination and develop open-mindedness by engaging in positive discussion and debate about the ideas of faith expressed in the works of art studied.

Teaching art and design to children with special needs

We teach art and design to all children, whatever their ability. Our teachers provide learning opportunities that match the needs of pupils with learning difficulties. As art educators, it's important to remember that art helps children with special needs in many ways including: building fine motor and problem-solving skills, enhancing communication and expression, promoting self-esteem and motivation to succeed. Lesson objectives should be flexible and scaffolded to ensure inclusion. Art therapies such as 'Drawing and Talking' are useful to support children with emotional and mental health problems.

Science

Introducing art as a way to study science allows pupils to understand the core of science is creativity. It will also allow them to better learn scientific concepts and rules. The ability to visualise and imagine certain processes is important to solving scientific problems.

History and Geography

Studying the art of the past teaches children how people have seen themselves and their world, and how they want to show this to others. Art history provides a means by which we can understand our human past and its relationship to our present, because the act of making art is one of humanity's most universal activities. History and geography can be closely linked. Studying an artist's work in history might be linked to physical or human geography e.g. Lowry 1920s urban landscapes. Links might be made to geography e.g. using different techniques to retell real and imagined types of journeys with art; mapping physical features from fieldwork or photographs.

Music

Many art forms use similar descriptive terms across art disciplines. Music, painting, drama and architecture use terms such as repetition, variety, intensity, rhythm, dialogue, balance and unity. Some people can actually hear colour, therefore pupils are easily influenced by music and the impact it has on their creativity in art.

RE

Studying RE through art enhances the learning experiences, enhances critical thinking and evaluation skills. Art of other major religion relations equips children to celebrate major diversity using an enquiry approach, enhances spiritual development. Many religious stories have been illustrated so it is easy to find examples of art which have been inspired by religions and faith.

Design and Technology

Design and Technology is about making a functional item incorporating on many occasions the attributes of the art curriculum. Art is about shape, line, form, colour which uses on many occasions the skills of the Design and Technology curriculum. Children use their knowledge of art and some art techniques to design and make a product in DT.

PE

Visual art can be used as an inspiration for developing body rhythms and exploring different ways of acting out shapes and emotions within paintings. Art and PE can be integrated by pupils acting out movements and emotions depicted in the paintings e.g. Starry Night by Vincent Van Gogh and The Scream by Edvard Munch where children will be asked to 'become' the shapes, the colours, or the paintbrush, and to explore the possibilities within the selected paintings.

Assessment and recording

O-Track is our pupil tracking system which allows us to monitor pupil's progress and attainment for Early Years, KS1 and KS2. We assess the children's work in art and design whilst observing them working during lessons and by levelling finished art work.

Resources

We have a wide range of resources to support the teaching of art and design across the school. Each of our classrooms has a range of basic resources; more specialised equipment is kept in the main store cupboard. This room is accessible to children only under adult supervision. It is the responsibility of teachers to ensure that particular art resources are ordered in advance in line with medium term planning.

The Role of the Subject Leader

The Art and Design Subject Lead is responsible for the monitoring of the standards of children's work and of the quality of teaching; supporting colleagues in the teaching of art and design; being informed about current developments in the subject and providing a strategic lead and direction; informing the Headteacher and Subject Governor of standards and areas for development.

The role of the Class Teacher

The Class Teacher is responsible for the planning and teaching of Art and Design as set out in this policy; they are also expected to order specific materials, monitor and record pupil progress in Art and Design each term.

Policy updated: March 2021

Appendix 1- Key Assessment Criteria: St Norbert's Progress Ladder in Art and Design

A year 1 artist	A year 2 artist	A year 3 artist
<ul style="list-style-type: none"> • I can show how people feel in paintings and drawings. • I can create moods in art work. • I can use pencils to create lines of different thickness in drawings. • I can name the primary and secondary colours. • I can create a repeating pattern in print. • I can cut, roll and coil materials. • I can use IT to create a picture. • I can describe what I can see and give an opinion about the work of an artist. • I can ask questions about a piece of art. 	<ul style="list-style-type: none"> • I can choose and use three different grades of pencil when drawing. • I can use charcoal, pencil and pastel to create art. • I can use a viewfinder to focus on a specific part of an artefact before drawing it. • I can mix paint to create all the secondary colours. • I can create brown with paint. • I can create tints with paint by adding white. • I can create tones with paint by adding black. • I can create a printed piece of art by pressing, rolling, rubbing and stamping. • I can make a clay pot. • I can join two clay finger pots together. • I can use different effects within an IT paint package. • I can suggest how artists have used colour, pattern and shape. • I can create a piece of art in response to the work of another artist. 	<ul style="list-style-type: none"> • I can show facial expressions in my art. • I can use sketches to produce a final piece of art. • I can use different grades of pencil to shade and to show different tones and textures. • I can create a background using a wash. • I can use a range of brushes to create different effects in painting. • I can identify the techniques used by different artists. • I can use digital images and combine with other media in my art. • I can use IT to create art which includes my own work and that of others. • I can compare the work of different artists. • I recognise when art is from different cultures. • I recognise when art is from different historical periods.

A year 4 artist	A year 5 artist	A year 6 artist
<ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can show reflections in my art. • I can print onto different materials using at least four colours. • I can sculpt clay and other mouldable materials. • I can integrate my digital images into my art. • I can experiment with the styles used by other artists. • I can explain some of the features of art from historical periods. 	<ul style="list-style-type: none"> • I can identify and draw objects and use marks and lines to produce texture. • I can successfully use shading to create mood and feeling. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can use shading to create mood and feeling. • I can express emotion in my art. • I can create an accurate print design following criteria. • I can use images which I have created, scanned and found; altering them where necessary to create art. • I can research the work of an artist and use their work to replicate a style. 	<ul style="list-style-type: none"> • I can explain why I have used different tools to create art. • I can explain why I have chosen specific techniques to create my art. • I can explain the style of my work and how it has been influenced by a famous artist. • I can over print to create different patterns. • I can use feedback to make amendments and improvement to my art. • I can use a range of e-resources to create art.