



St, Joseph's Catholic Primary  
School



# Art and Design Policy

## **Rational**

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.

(National Curriculum 2014)

## **Intent**

At St Joseph's, we aim to give children the experience and practise to develop and mature their creative techniques. We want to develop creative thinking and expressive skills to truly reach their full potential. We want our children to be creative and engaged, with the knowledge and ability to experiment, invent and create their own works of art, craft and design.

They should be critical thinkers and develop a deeper understanding of the subject as well as art forms that have shaped history and culture. St Joseph's has a wonderful surrounding area, and we aim to incorporate this into our creative development, through sketching, drawing, painting, printing and sculpture.

Our children will be encouraged to become resilient in their creativity by fostering an environment in which they feel safe in which to try new ideas and concepts.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential. Visual arts help children to understand themselves, building confidence and self-esteem and contribute significantly to their own well-being.

Art is a creative and hands-on subject. It can be divided into 3 areas:

- Skills, which include drawing, painting, sculpting and exploring other art, craft and design techniques.
- Learning about artists, their work, context and influence, which includes opportunities for links to other subject areas. These should be authentic connections rather than artificial topic work.

- The third area is exposure to art. Children should have opportunities to visit galleries or have access to high quality images from museums and galleries.

Art skills can be taught in stand-alone lessons and linked to topics. Art can also be used as a starting point for creative writing

## **Aims**

The core 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

## **Planning and Implementation**

What the National Curriculum says:

### **Key stage 1**

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.

### **Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft 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.

In the EYFS, Art and Design are incorporated in the area of learning entitled Creative Development. This runs alongside music, dance, role-play and imaginative play. Creative Development is fundamental to successful learning.

In both Key Stage 1 and 2, Art and Design & Technology will be taught on alternate half terms starting with Art in Autumn 1. As a school, we have recently introduced Cornerstones as a scheme of work to support the planning and teaching of Art and Design. Cornerstones has lesson plans, teaching slides and advice to help get the best out of teaching and learning Art and Design.

Throughout the school year, Art and Design will also be done on a cross-curricular basis to compliment RE, English, Maths, Science, History and Geography where appropriate. Children should experience opportunities to make connections between one area of learning and another and so extend their understanding. The children will also be given the opportunity to use the local surrounding area as a source of inspiration.

ICT is used to support Art and Design through Graphics software and the Internet.

### **Resources**

We have a range of practical and other resources to support planning, teaching, and learning of Art stored in the Year 2 classroom and in the storeroom. Some everyday resources including paints, brushes, pens and pencils are stored in individual classrooms.

### **Assessment**

In Art and Design, assessment evidence is based on teacher observations and reviews of completed work.

### **Impact**

Our children enjoy and value Art and Design. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities. Progress in Art and Design is demonstrated through regularly reviewing and evaluating children's work, to ensure that progression of skills is taking place.

Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge.
- Observing how they perform and through discussions during lessons.
- Talking to them about what they know.

The Art and Design curriculum will contribute to children's personal development in creativity, independence, and self-reflection. This would be seen in them being able to talk confidently and critically about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

## **SEN, Inclusion & Equal Opportunities**

In line with our school ethos, teachers ensure that all children, whatever their ability or background, have access to the range of Art activities and use opportunities within Art to challenge stereotypes. Children are encouraged and supported to develop their Art capability using a range of materials. Teachers differentiate activities within Art where necessary, to ensure that the specific needs of individual children are best met.

## **Healthy and Safety**

The adult leading the session, is responsible for the Health and Safety of the children within their care. This can be facilitated by:

- Ensuring children always handle equipment safely
- Giving clear instructions to children
- Ensuring that children move around the room safely
- Demonstrating how to use specific equipment and resources
- Carrying out visual risk assessments before an activity starts.

The school follows LEA Safety Policies and Guidelines

## **Monitoring and review**

Monitoring is carried out by the subject leader for Art & Design and by the senior leadership team, in the following ways:

- Informal discussion with staff and pupils
- Scrutiny of medium-term planning
- Observation of Art & Design displays
- Looking at children's finished artwork
- Classroom observation

Information gathered through monitoring activities is used to inform subject leader action planning, and the School Improvement Plan, as appropriate.

**This policy was agreed in \_\_\_\_\_ 2023, and is subject to review every three years.**

**Signed:** (On behalf of the governing body)

**Signed:** (Head teacher)

**Date:**

