St Cuthbert's Primary School
Art Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Our Intent

At St Cuthbert's C of E Primary School, we believe that Art & Design contributes to the development of each child emotionally, aesthetically, spiritually, intellectually and socially, creating a sense of enjoyment and purpose. We believe that a well-planned, vibrant curriculum inspires children to 'be the best artists we are able to be.'

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.

We aim to ensure that all children will:

- 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.

Our Implementation - Teaching and Learning

At St Cuthbert's C of E Primary School, we use a variety of Teaching and Learning Styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skill 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 other children. They encourage children to evaluate their own ideas and methods, 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 and are given the opportunity to use Computing to enhance learning in Art and Design.

Children are taught Art and Design by the class teacher as a whole class. Sometimes children are given the opportunity to work with visiting artists and craftspeople. Most Art and Design teaching takes place in the classroom, hall or school grounds.

We recognise 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. Our school is following 'PlanBee' curriculum documents and KLIPS provided by Lancashire County Council The curriculum has been adapted to ensure the Art coverage skills required are met. We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. The Art and Design co-ordinator works this out in conjunction with teaching colleagues in each year group.

We carry out 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 each term during each Key Stage. We teach the knowledge, skills and understanding set out in the National Curriculum. The school works together regularly in 'Whole School Projects' e.g. 'Christmas Decorations'.

We use the Focus materials as a basis for our medium term plans, which give details of work for each term. These plans define what we will teach and ensure

an appropriate balance and distribution of work across each term. The Art and Design subject leader is responsible for reviewing these plans. The class teacher develops short term plans as set out in the medium term plans. These list the specific learning objectives for each lesson and give details of how to teach the lessons.

The class teacher keeps these individual plans, and the class teacher and subject leader discuss them on an informal basis. In addition, to these medium term plans many objectives will be covered in our whole school creativity project.

We plan the activities in Art and Design so that they build on the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, there is planned progression in each unit of work, so that there is an increasing challenge for the children as they move up through the school. The children use sketch books from Year 1 –Year 6.

The Early Years Foundation Stage

We encourage 'Expressive Arts and Design' in the reception classes as this is a vital part of the Early Years Foundation Stage, and is an integral part of topic work covered during the year.

We relate Expressive Arts and Design for the children, to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for this age group. The children's learning includes art, music, dance, role play, imaginative play, drama and design. The range of experience encourages the children to make connections with all areas of learning and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of media and learn skills in a variety of activities that they respond to, using various senses. The activities that they take part in are imaginative and enjoyable. Again, these experiences are enhanced by our whole school creativity project.

Contribution of Art and Design to teaching in other curriculum areas

English

Art and Design contributes to the teaching of English in our school by encouraging the children to ask and answer questions about the starting points for work. They have the 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

Art and Design contributes 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 when appropriate. Children use software to explore shape, colour and pattern in their work. Older children are beginning to collect visual information to help them develop their ideas by using digital and video cameras to record observations. Children use the internet to find out more about famous artists and designers.

Personal, Social and Health Education (PSHE) and Citizenship.

Art and Design contributes to the teaching of some elements of Personal, Social and Health Education (PSHE) and Citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, Moral, Social and Cultural Development

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. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in Art and Design, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Equal Opportunities

It is the responsibility of all teachers at St Cuthbert's C of E Primary School to ensure that all pupils, irrespective of age, faith, gender, sexual orientation, race and disability are given full access to the Art and Design curriculum and make the greatest progress possible, in accordance with recent legislation. We

promote British values set out by the Governments 2011 Prevent Strategy. Value of: democracy, rule of law, individual liberty, mutual respect and tolerance of those from different faiths and beliefs. Please refer to the schools Equalities Policy.

Teaching Art and Design to children with additional needs and disabilities

We teach Art and Design to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Provision is made for children with Special Needs and Disabilities within the context of the classroom. Teachers provide differentiated learning opportunities matched to the needs of the children with learning difficulties, and our work in Art and Design takes into account the targets set for individual children in their Individual Provision Maps (IEPs). Please refer to the school's Special Educational Needs and Disabilities (SEND) policy.

Assessment and Recording

We assess the children's work in Art and Design whilst observing them working in lessons. Teachers track the progress made by children using Key Learning Indicators of Progression (KLIPs). At the end of each unit work we make a judgement against the Key Learning Indicators of Performance (KLIPs). This method of recording also enables the teacher to make an assessment of progress for each child, as part of the child's report to parents. We track the children's progress each term on Target Tracker. The Art and Design subject leader monitors attainment throughout each Key Stage in order to evaluate the teaching and learning of Art and Design.

The Art and Design subject leader keeps evidence of the selection of children's work at different ability levels, forwarded by class teachers, in a portfolio. This demonstrates what the expected level of achievement is in Art and Design throughout each year in the school. Teachers meet regularly to review individual evidence of children's work.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design resource area.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about the current developments in the subject and providing a strategic lead and direction for the subject in school. The Art and Design subject leader gives the Head teacher/Governors an annual summary report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.