



## Our Lady of Lourdes Catholic Primary School **ART POLICY**

### **Rationale**

Art and design is concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements.

The document reflects the school values and philosophy in relation to the teaching and learning of Art, Craft & Design. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Scheme of Work, which can be used as a springboard to develop the individual teachers' ideas in a personal way, knowing they are within the school's guidelines. This should enable teachers to design a programme of activities, which is responsive to their own, and children's skills and needs in Art at that particular time.

### **Aims**

- to enrich the children's sensory experience and develop sensitivity and awareness;
- to enable children to have visual and tactile encounters to express their feelings;
- to encourage children to select, use and experiment materials, processes, tools and techniques in both 2 confidently and appropriately;
- to promote in the children a growing appreciation and the work of great artists, crafts-workers and designers;
- to foster a sense of achievement and self-confidence children to express, develop and reflect on their ideas;
- to appreciate art from different cultures;
- to enable children to become effective in the evaluation and other's work;
- to develop an appreciation of the importance of an aesthetically pleasing environment in which to work and live.

### **Objectives**

- to provide a range of stimulating and creative opportunities which create a framework for success and enjoyment,



- to develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- to foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions
- to develop the pupils' capability in developing and expressing ideas through art by visual investigation
- to encourage pupils to evaluate and review their work and that of others, both individually and in groups
- to provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas
- to encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

### **Differentiation and Special Needs**

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome.

### **Breadth and balance**

We will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and information communication technology (ICT) are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

The study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures, (both western and non-western) will be an integral part of practical art and design activities.

### **Variety**

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings
- record observations and engage in visual investigation
- design and make images and artefacts



- exploring and experimenting with both two and three dimensional materials.

### **Cross-curricular skills and links**

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop pupils':

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects

Pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching.

Art will make a strong contribution to the following cross-curricular themes and aspects:

- information and communication technology
- literacy and numeracy
- the expressive arts
- citizenship
- spiritual, moral, social and cultural development.

Using the National Curriculum as a guideline, Key Stage 2 builds upon the skills and concepts developed in Key Stage 1.

Progression can be achieved by:

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- increasing the level of challenge and expectation of achievement
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions

### **Equal opportunities**

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An



appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

### **Health and Safety**

All children should be made aware of the need to use equipment safely and take responsibility for safe working, handling and storage of tools and equipment.

### **Assessment, reporting and recording**

Opportunities for assessment will be identified when planning. Children will have regular teacher assessment, with work submitted to portfolios where appropriate. We will develop a school portfolio containing examples of pupils' work representing key aspects of art activities for each year group. This will form the basis of agreed standards achieved. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self assessment, as appropriate. Teachers will record key aspects of pupils' progress throughout the year.

### **Management and administration**

The art co-ordinator is responsible for ensuring that schemes of work for art are covered in each year group and across the planning cycles of the key stages. Curriculum coverage will be monitored via the medium term plans for the subject.

Reviewed: July 2008

Signed:

Review date: July 2010