



St. Mary's Catholic Primary School

Art Policy

Person responsible: Miss C Collins

Date: September 2017

Review Date: Autumn 2018

Approved by the Governors

'Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.'

Bridget Riley, painter

At St. Mary's we believe that art must be seen as an entitlement and not as optional, purely recreational or therapeutic, a 'service' subject, or an area where children can teach themselves if provided with appropriate media.

Art is a unique 'visual' language through which children can organise and communicate their responses to experience. At St. Mary's visual language is held in high esteem.

Aims

At St Mary's we aim to:

- Foster an understanding and enjoyment of art, craft and design.
- Provide all children with a broad and balanced education in art, through making their own art; through learning about art and the appreciation of the work of other artists and craftspeople from different times and cultures; through art extending and enriching other curriculum areas.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.
- Deliver the national curriculum by integrating the elements of art with the processes and practices of art to provide a broad and balanced art curriculum throughout each year.
- Integrate the two strands of the national curriculum, 'Investigating and Making' and 'Knowledge and Understanding', wherever possible.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

Our Scheme of Work

At St. Mary's:

- A scheme of work is operational, originally planned in consultation with all members of staff and is now in line with the new curriculum. It consists of six units of work for each year group, personalised to meet the needs of our pupils.
- Units are cross-linked with other curriculum subjects.
- In years 1-6 approximately 1 hour per week is spent on discrete art lessons, whilst more time is spent on the subject as it integrates within other curriculum areas. This can be taken as blocked units of time.
- The scheme of work has been carefully planned to allow for continuity, progression and achievement in art.

Our Strategies

At St. Mary's we seek to involve a wide range of strategies to meet the individual needs of our pupils in studying art by providing:

- Access to a well-resourced and well maintained art area.
- The 'double primary' colour system for painting
- Opportunities to experiment with and explore a wide range of media and tools in order for them to make discoveries for themselves
- Guidance through specific teaching of a range of techniques and of the use of tools as appropriate to their stage of development and individual needs.
- An emphasis on the planning and processes involved in making art, including: researching, observation, sketching, planning and experimentation.
- Important core activities, e.g. drawing, painting, colour mixing and matching, 3D construction work, looking at and talking about art, etc.
- A rich range of visual and physical experiences including visits to Galleries and museums.
- Opportunities to share and discuss ideas about their work both individually, and in small and large groups.
- The opportunity to share good practice within the school through display in public areas.

Our Resources

At St. Mary's:

- A multi-purpose art area is set up in each class, where a range of art media and equipment is purposefully organised.
- The classroom resources are replenished from the central art stockrooms, which in addition house more specialised resources for use when necessary.
- We have access to art software in the computer suite
- We have a bank of shared resources, including natural forms, reproductions of artworks, and artefacts from different times and cultures, art books, videos and cd's and poster packs for stimulating and informing work.
- The school library houses a wide range of books for both teachers and pupils to refer to, and to use in the classroom, to support their work.

Assessment, Record Keeping and Reporting

Every child at St. Mary's will be assessed to ensure continuity, progression and achievement in art. We believe that planning and assessment are inextricably linked.

- Formative assessment. This involves the pupil and class teacher in a process of continual reflection and review about progress. It is carried in a number of ways including via teacher observations and dialogue with the children, and peer and self-assessment. It is built into the Scheme of Work.
- Summative assessment. This is carried out by the class teacher at the end of each school year and is recorded on Target Tracker after each child has drawn a self-portrait which will be prepared with their previous years self-portrait drawing. The 7 self-portraits will be collated in a big when they are in Year 6 to show their art journey. The subject leader and Teachers will make a note of any children causing concern or having special aptitudes. It is the responsibility of the co-ordinator to monitor this procedure.
- Sketchbooks. Each child from the Foundation stage to Year 6 keeps a sketchbook, which is kept as a working document – the child uses it as outlined in the scheme of work. It is kept as a record of their progression and achievement and monitored by the co-ordinator.
- We report annually to parents on pupil progress in art via the child's school report.

Equal Opportunities

At St. Mary's we believe that:

- It is important for all children to experience the whole range of art and design activities. We will use opportunities within art and design to challenge stereotypes.
- Art values diversity and personal response. Rather than there being a 'right answer', there are as many answers as there are individuals. It is important to value and support the individual child's self-image as an artist.

Special Needs

At St. Mary's:

- All children are encouraged and supported to develop art and design capability through a range of materials and processes. We recognise the importance of identifying the specific difficulties that individual children might have in art and design so that appropriate teaching and organisation strategies can be adopted.
- We believe that through art children can develop skills, imagination, self-discipline and the capacity to make decisions and solve problems. Creative work develops self-esteem and confidence.
- We believe that the art curriculum is as important as any other part of the curriculum and that therefore it is an area in which children can be given a chance to succeed. Children with learning difficulties in other areas may not experience these in art and design - they may learn alongside their peers with no need for additional resources.

Foundation Stage

Foundation stage activities are included in the Scheme of Work, with reference to the Early Learning Goals.

Monitoring

At St. Mary's:

- Monitoring and evaluation of resources and the delivery of the curriculum are the responsibility of the co-ordinator.
- Samples of work are collected by the co-ordinator yearly.

This policy has been put together by the Art Co-ordinator in consultation with all members of the teaching staff, and under the guidance of the Head Teacher.