

St. Mary's Catholic Primary School



Policy for Art and Design

1 - Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of Art and Design. It reflects our values and philosophy in relating to teaching and learning.

This policy was written by the art and design subject leader in consultation with staff. It sets out a framework which both teaching and support staff can follow, and gives guidance on planning, delivery and assessment. This policy is intended for all teaching and support staff, governors, parents/carers and inspectors.

2 - Intent

At St Mary's Catholic Primary School, we use Kapow's Primary Art and Design scheme of work which aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Kapow's scheme is designed to give pupils every opportunity to develop their ability, nurture their interests, express their ideas and thoughts about the world as well as learning about art and artists across cultures and through history.

3 - Implementation

Art and Design is a huge focus at St Mary's and children are able to express themselves in a creative way. Children follow the Kapow art scheme which has four strands that run through out:

- Generating ideas and using sketchbooks.
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour.)
- Knowledge of artists.
- Evaluating and analysing.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas

4 - Impact

We want our children at St. Mary's to leave with a love of art. Kapow's curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. The expected impact of following the Kapow is that children will:

- Produce creative work, exploring their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National Curriculum for Art and Design.

5 - Aims

- To engage, inspire and foster creativity in our children.
- To provide children with a diverse range of experiences and opportunities, to begin to appreciate art and design in all its forms.
- To provide all children with equal entitlement to a range of high-quality art and design experiences.
- To allow children to develop mastery in the key processes of art: drawing, painting, textiles and sculpture using high quality resources.
- Children to develop their own awareness of their skills and talents within art and design with encouragement to persevere and be resilient.
- To understand and appreciate how art and design reflects our history and culture.
- To challenge our children to think critically and to help them become independent learners.
- To develop each child's confidence and enjoyment in art and design.

6 - Role of the Subject Leader

- Advise and support staff in planning, teaching and learning of art and design.

- Support staff with art technique.
- Monitor planning as part of on-going subject monitoring and evaluation of practice.
- Audit art resources, ensuring they are readily available and well maintained with support from the schools support staff.
- Keep up-to-date on the use of art and design within the curriculum.
- Promote art throughout the school.
- Monitor the use of sketchbooks throughout the school completing book looks where necessary.

5 - Delivering the Curriculum

Planning

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Assessment

On-going, regular assessment is an integral part of our practice. At the end of each art and design topic, each teacher inputs whether the child is working towards, expected or greater depth - using the skills developed throughout the topic via an assessment sheet shared with the subject leader.

Resources

Art resources are stored centrally. They are borrowed when needed and returned as soon as possible after use.

6 - SEN / Equal Opportunities

Each child is given equal opportunity to develop the relevant skills, regardless of ability, race, gender and cultural background. The range of planned activities should be broad enough to allow all children of all abilities, including gifted and talented, to participate as fully as possible.