

Art and Design Policy 2017



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

Policy on Art and Design

1 Aims and objectives

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The objectives of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of simple and more complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in art and design lessons. These lessons will often have cross-curricular connections and be linked with current themes and topics within the Creative Curriculum. Our principal aim is to develop the children's knowledge, skills 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 or group activities. Our principal aim is to develop the children's knowledge, skills 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 or group activities.

Throughout the year we give children the opportunity to work on their own, collaborate with others, and work in two and three dimensions on a range of different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

3 Sketchbooks

3.1 Children in Key Stage 1 and 2 will be encouraged to develop the habit of using their sketchbooks for:

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference, working out ideas, plans and designs,
- reference - as they develop ideas for their work.
- looking back at and reflecting on their work, reviewing and identifying their progress.
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.
- Sketchbooks will move through the school as the children progress from one year to another, and across key stages.

4 The Foundation Stage

4.1 In Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work or continuous provision, children explore a wide range of activities using their senses and a broad range of materials and tools.

Adult input is in the form of discussion and verbal input along with demonstration if necessary, they may draw attention to interesting examples of individual performance as models for the other children to explore and discuss. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

5 Art and Design and inclusion

5.1 All children will be encouraged and supported in the development of their Art and Design through a range of activities. We recognise the importance of identifying the specific difficulties that individual children might have so that the appropriate teaching, organisational and resourcing strategies can be developed and adopted.

5.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

6 Assessment for learning

6.1 Our teachers assess the children's work in Art and Design by making informal judgements, as they observe them during lessons.

6.2 We do not set formal examinations in Art and Design. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

7 Resources

7.1 We have a wide range of resources to support the teaching of art and design across the school. General and frequently used resources are kept in individual classrooms and in the art area with larger and more specialised equipment found in the stockroom. The Art and Design coordinator orders resources for each year group which is then distributed accordingly.

8 Monitoring and review

8.1 The Art and Design coordinator will lead the delivery and development of Art and Design in the school by:

- Ensuring consistent approaches throughout the school.
- Establishing collaboration between year groups and throughout Key Stages to ensure continuity and progression.
- Providing guidance, advice and support to staff members.
- Updating staff on new resources and support available.
- Being responsible for the organisation and maintenance of Art and Design resources.

9 Health and Safety

9.1 It is essential that teachers make pupils aware of any potential hazards when working with a variety of tools and materials. Teachers and pupils should know how to stay safe in relation to use of equipment and, when necessary, storage.

Signed: Nikkita Drury