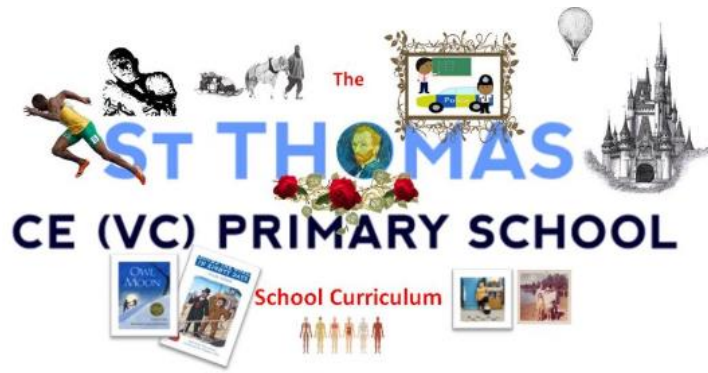


St Thomas CE (VC) Primary School



Arts and DT Policy

Policy Reviewed on:	April 2020
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Policy to be reviewed on:	April 2022



Art and DT

Subject Policy

Art and DT at St Thomas CE (VC) Primary School

***“Every child in an artist, the problem is how to remain an artist once we grow up”
Pablo Picasso***

At St Thomas we are committed to providing all children with learning opportunities to engage in art and design

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, Art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Intent:

The aims of teaching Art and DT in our school are to develop pupils who:

- have proficient skills in drawing, painting, sculpture and other crafts and design techniques.
- produce creative work which explores, records and reflects on their own experiences and ideas, and the experiences of others.
- have a knowledge and understanding of a range of artists, craft makers and designers with a focus on historical and cultural development.
- Develop like long skills with an awareness for future career choices and an ever growing love for art and design.
- Have the skills to evaluate and analyse their own and others creative works.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

The school uses a variety of teaching and learning styles in art and design lessons. 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 includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. All children will have quality first teaching through a varied approach to support and challenge different stands of the curriculum and skills sets needed within art and design.

Implementation:

Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working. The curriculum should provide rigorous exploration of artists, ideas and skills, and an understanding of an artists purpose and how they have used formal elements to communicate with the viewer. Through research, experimentation and analysis children should develop their own ideas and creativity.

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, both inside and outside, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live. Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings. Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them. It enables them to develop an understanding toward the artist and their viewer, while also developing their own independence.

Impact:

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used to assess the childrens knowledge, understanding and creative skills. We measure the impact of our curriculum through the following methods:

- observation of the children's work during lessons to assess student's capacity to learn about and observe the world in which they live.
- Using feedback from peers or teachers and self-assessment done to analyse and reflect upon student's progress.
- Using planning to link formal elements of art and design to students outcomes from progression skills documents in the following four areas: generating ideas, making, knowledge and evaluation.
- peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation and self assessments.

Leadership and Management

The subject leader's role is to empower colleagues to teach art and design to a high standard and support staff in the following ways:

- Leading by example and modelling skills for progression and providing opportunities for staff to develop their skills, sharing research, documentation, examples of work and planning and CPD for self and staff.
- Having a knowledge of skills and formal elements of Art and Design in order to support others or know where to guide them for more support.
- Monitoring expectations and provision across the school through displays, looking at work created, checking planning and sketchbooks.
- Support planning through progression documents, with planning meetings and staff audits (follow up with CPD).

Monitoring and Evaluation

Through regular monitoring of Art and Design the curriculum provides children with engaging and creative lessons that are appropriate to the national curriculum and skills progression within school. The Early Years showcase and college children's creative pieces through online journals. Key Stage 2, each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, classroom displays, teacher planning and lesson observations.

Partnerships with Parents

Throughout the school year there are varied opportunities for parents to be involved in children's learning from homework based on the curriculum to school trips and extra-curricular activities. Within the early years work is shared with parents through their online learning journal Tapestry. Every half term parents are invited in for a 'Come and Do' where creative and investigative activities takes place. Half Termly homework based on the curriculum topic is set from Nursery through to Year 6 which provides parents the opportunity to support pupils at home. There are many opportunities to celebrate the success through Good Work, merits and texts sent home and the opportunity to exhibit and showcase work created at school with families. Through the curriculum provided in school and these opportunities we aim to encourage open minded, creative, critical, reflective thinkers who have the skills, courage and confidence to discover the world around them.

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality."

-Quentin Blake, Children's Laureate