

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone
succeeds!**

Art Policy
January 2017

Mission Statement

The family of St Paul's CE Primary School work together to create a caring, stimulating and happy school environment, in which each individual can develop to his/her fullest potential within the context of Christian values.

What is Art at St. Paul's Primary School?

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils at St. Paul's will use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they will learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They will explore ideas and meanings in the work of artists, craftspeople and designers. They will learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Aims of Art

During Foundation and Key Stage 1 the study of Art and Design aims to develop pupils' creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During Key stage 2 the study of Art and Design aims to develop pupils' creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Art in relation to the National Curriculum

The curriculum is organised to ensure that pupils' experience of art is developed through activities that bring together requirements from the Foundation Stage Curriculum, Key Stage One and Key Stage Two programmes of study and the KLIP's documents.

At St. Paul's we incorporate art into aspects of the Creative Curriculum, which strives for a more topic-based approach to both planning and delivery of the non-core subjects.

Our curriculum ensures:

- A progressive understanding of artistic skills
- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide variety of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world about them.
- Understand and apply the basic principles of art, craft and design to include: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in sketch books.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as areas for development.
- Evaluate and discuss the outcome of their own work against declared criteria, using AFL where appropriate.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas, supporting the Creative curriculum.
- Use art as a medium to give expression of their world.
- A balanced programme of activities which provides opportunities for pupils to work individually, in pairs, in groups and as a class and which demonstrates continuity between years and units.
- The appropriate use of ICT to support learning in the art curriculum.
- That all areas of the art curriculum will be an enjoyable part of any child's experience.

Planning of Art

Art planning is based on the New National Curriculum Programmes of Study and linked to KLIP's, with activities linking to topics supporting the Creative Curriculum when appropriate. Planning in this way ensures progression and clarifies the appropriate level of activity for a group of children.

Equal Opportunities and Special Needs

- There will be opportunities in Art for all children to both practise skills and extend artistic talents.
- The National Curriculum Programme of Study for each key stage will be taught in ways appropriate to pupils' abilities.
- There will be equal access to materials and these resources will reflect our multicultural society.

Assessment and Recording

Information for the purpose of assessment of pupils' achievements takes place by gathering observations and children's work (sketchbooks, final products and displays). A selection of evidence is presented in a portfolio by the subject leader. Children's progress is measured against descriptors in the National Curriculum - KLIPS. Annual reports are given to parents regarding pupils' progress.

Assessment in art supports the school's AFL policy (refer to policy).

Resources

Resources are stored centrally. Auditing and ordering is managed by the subject leader within the confines of the set budget.

Foundation Stage Unit has their own Creative Area, which is managed by the Unit staff (see Continuous Provision plan).

Safety Guidelines

- Staff refer to school's Health and Safety Policy.
- All teachers insist upon the safe and correct handling and use of materials and equipment.

Roles and Responsibilities

The Headteacher:

- The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development and in-service training.

The Art Subject Leader:

- The Art Subject Leader will follow the guidance set out in the stages of subject leadership document.

The Class Teacher:

- The Class Teacher will be responsible for the teaching of art as set out in this policy.

Extra-Curricular Activities

Opportunities are available throughout the year for children to attend clubs that focus on arts and crafts.

POLICY REVIEW

The Art Policy will be reviewed each year

This policy will be ratified by the Governing Body in January 2017

Signed by Mr W Aitkin (Chair of Governors) *W. Aitkin* **Date 31.1.17**

This policy will be reviewed on or before the following date: January 2018