



St. Oswald's R.C. Primary School

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Art and Design Policy

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Art and Design Policy

Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Aims

In order that we might have life in all its fullness, our school will:

Welcome - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.

Welfare - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

Word - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.

Worship - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts.

Witness - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

Overview of school

St. Oswald's is a small Roman Catholic primary school with a nursery school attached. The school is situated in an area of high social deprivation. Many of our pupils have experienced family break up; some have been witness to violent relationships and drug abuse.

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 that of different

times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims 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 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. 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/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
setting common tasks that are open-ended and can have a variety of responses;
setting tasks of increasing difficulty where not all children complete all tasks;
grouping children by ability and setting different tasks for each group;
providing a range of challenges with different resources;
using additional adults to support the work of individual children or small groups.

Time Allocation

In EYFS there is a holistic approach where children are free to access creative activities any at time during Continuous Provision. In both Key Stage 1 and 2 we ensure a broad and balanced coverage of Art and Design over a 2-year cycle. Art and Design lessons are taught for an average of 2 hours per week, alternating half terms with Design Technology. In practice this may take the form of individual weekly lessons or blocked lessons depending on the nature of the study.

3 Art and design curriculum planning

- 3.1 Art and Design is a foundation subject in the National Curriculum. At St. Oswald's School we use the Lancashire Skill Based Curriculum as the basis for our curriculum planning in Art and Design.
- 3.2 We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our Art and Design subject leader works this out in conjunction with teaching colleagues in each year group.
- 3.3 Our medium-term plans, ensure that all skills and National Curriculum programmes of Study are covered. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.
- 3.4 We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.
- 3.5 Our short term planning comes in the form of detailed and annotated note book pages or PowerPoints, clearly outlining the aims and objectives of each lesson.

4 The Foundation Stage

- 4.1 We encourage creative work in the Nursery and Reception classes as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the EYFS Curriculum, which underpin the curriculum planning for children aged birth to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.
- 4.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Computing

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

5.4 Personal, Social and health Education (PSHE) and Citizenship

Art and Design contributes to the teaching of some elements of Personal, Social and Health Education and Citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

5.5 Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special needs

- 6.1** We teach Art and Design to all children, whatever their ability. Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Art and Design takes into account the targets set for individual children in their Personal Education Plans (PEPs).

Equal Opportunities

All teaching and support staff at St. Oswald's are responsible for ensuring that all children irrespective of gender, ability, ethnic origin or social circumstances have access to the whole curriculum.

7 Assessment and recording

- 7.1** We assess the children's work in Art and Design whilst observing them working during lessons.

Sketchbooks: Artwork is recorded in each child's individual sketchbook wherever possible, depending on the size and scale of the work. It is an 'ideas book' acting as a visual record and personal response to experiences as well as a record of their progression. It is used for visual notes and personal comments about developing ideas, work in progress, observations of the work of craftspeople and artists, and methods and techniques used for children's own creative work. We do not write on any artwork produced by any pupils but provide verbal feedback. When assessing work produced in sketchbooks, we use removable post-it notes containing targets.

In Key Stage 1 children begin by collectively gathering information and exploring ideas based on specific art elements or the work of a particular artist or crafts person. With support, they try out ideas and gather information for particular shared or focused tasks. In Key Stage 2 children continue to develop the use of their own sketchbooks which may take a range of approaches depending upon the interests and individual ideas of the children – originating back to an initial focus provided by the class teacher.

The Art and Design subject leader is starting to keep evidence of the children's work in a portfolio (one class per half term). This demonstrates what the expected level of achievement is in Art and Design in each year of the school. Teachers meet regularly to review individual evidence of selected children's work against the National Curriculum Attainment Levels and Key Learning Skills.

- 7.2** In terms of recording assessments, each class teacher will make a judgement at the end of Autumn Term and at the end of Summer Term. These are in line with the Lancashire Key Learning documents and are then inputted on to the school's electronic tracking system: Lancashire Tracker. These are then available for the next class teacher to look at the start of the academic year to inform planning and progression.

8 Resources

- 8.1** We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design store. This room is accessible to children only under adult supervision.

9 Monitoring and review

- 9.1** The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.