

# St. Paul & St. Timothy's Catholic Infant School's



## Love-Learn-Believe-Achieve

### Art and Design Policy

**Lead: L. McIlroy**

**Review Schedule: annually**



*St. Paul and St. Timothy's  
Catholic Infant School  
Mission Statement*

*Love, Learn, Believe, Achieve*

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

*Education "is about forming the human person, equipping him or her to live life to the full." The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)*

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".

# Art and Design Policy

## INTENT

### Vision:

At St Paul and St Timothy's Infant School we are artists! We want our children to love art and design and to be passionate about it. We want them to be ambitious and to be inspired by the artists and craftspeople they have learnt about. We want them to grow up wanting to be fine artists, sculptors, illustrators or printmakers! We encourage them to believe in themselves and achieve their goals. The art and design curriculum has been carefully planned so that our children develop their artistic skills and knowledge to their full potential. We want our children to have authentic experiences, to remember their art and design lessons and to cherish these memories. We want to ensure that art and design is alive in our school!

### Aims:

Our aims through teaching Art and Design are that all children will:

- Develop increasing confidence in the use of visual arts.
- Use a range of materials creatively to design and make products.
- Improve the ability to control materials, tools and techniques.
- They develop skills in drawing, painting, sculpture and other art and design techniques.
- Develop a wide range of art and design techniques.
- Develop and share ideas, experiences and imagination.
- Produce creative work, exploring their ideas and recording experiences.
- Select their own ideas to use in their work and record from first-hand experience.
- Gain a critical awareness of their own and others work.
- Foster a knowledge of artists and craftspeople and begin to understand the historical and cultural development of their art forms.
- Describe the similarities and differences between different practices and disciplines and make links to their own work.

We want children to enjoy and love learning about Art and Design by gaining knowledge, skills and vocabulary, through experiences in the classroom, researching the internet, reading books and taking part in focused practical tasks. We want to prepare children for the opportunities, responsibilities and experiences of later life.

## IMPLEMENTATION

### **Teaching and learning:**

In ensuring high standards of teaching and learning in art and design, we implement a curriculum that ensures progression and repetition in terms of embedding key learning, knowledge and skills.

#### **Early Years**

Art and design is taught through one of the seven areas of learning in Development Matters called Expressive Arts and Design. *Creating with Materials*- includes using and exploring a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function. Children share their creations and talk about what they have made.

Children explore different media and respond to a variety of experiences. They explore colour, pattern, texture, line, shape, form, space and tone in two and three dimensions. They express and communicate ideas, thoughts and feelings. Children engage in drawing, painting, printing, collaging, and sculpture/modelling. They learn about different artists.

### **Key stage 1**

- In Key stage one the teachers choose a stimulus for each term. Communication is vital that year 1 and year 2 are not doing the same stimulus. Curriculum planning is carried out in three phases- long term, medium term and short term. The class teacher talks to the teachers and creates medium term plans. The class teacher follows medium term plans that have been written by the art coordinator. The class teacher is responsible for the delivery of art and design.
- Children engage in many artistic activities above and beyond the time allocation as a means of illustrating and enhancing work or as a form of recording and responding in other areas of the Curriculum.
- The topics/stimulus are regularly reviewed and updated (with a whole staff involvement) to ensure continuity and progression and some topics are whole school projects.
- Working in the arts can be individual, a co-operative group work or as a whole class.
- Co-ordinators from each of the art-forms liaise over whole school projects and provide support for colleagues.
- There is some specialist teaching in the arts.
- Teaching Assistants support lessons by helping to provide resources, setting up activities and by supporting children in their work through discussion and observation.
- Children are taught to create sketchbooks to explore and record their observations and to review and revisit ideas. They learn about the history of artists and craftspeople and develop knowledge and skills in drawing, painting, textile/collage and printing.
- Children learn about artists, craftspeople in other curriculum areas.

### **Art and Design Curriculum:**

Art and design is currently taught as three focused topics in the Autumn, Spring and Summer term, focusing on knowledge and skills stated in the National Curriculum. At St. Paul & St. Timothy's we ensure that Art and Design has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. Art and design is currently taught through focused topics in Reception and in key stage one. Art links to many other areas/subjects in foundation stage and key stage one. In key stage one a stimulus/topic is chosen and children carry out one of the principals each half term. (Drawing, Painting, Sculpture, Textiles/collage and Printing). Children use a range of materials creatively to design and make products. They use Drawing, Painting, Sculpture, Textiles/collage and Printing to develop and share ideas, experiences and imagination. They develop skills in drawing, painting, collage/textiles and printing. Children produce creative work, exploring their ideas and recording experiences. They develop a range of art and design techniques in colour, pattern, texture, line, shape, form and space. Children learn about artists and craftspeople. They describe similarities and differences between different practices and disciplines and make links to their own work. Children evaluate and analyse creative works using the language of art and design. They know about the history of the artists and craftspeople and begin to understand the historical and cultural development of their art forms. Children learn how to use a range of tools and resources safely.

### **Inclusion:**

All children are included in our art lessons and lessons are adapted to meet the needs of the individual child. Children are supported throughout the lessons and children are encouraged to be creative. In sketch books the adult scribes for a child who requires support with writing.

## **British Values**

At St. Paul & St. Timothy's we are committed to providing inspirational and innovative teaching and the highest quality learning experiences for all our pupils. Our aim is to prepare them for their role as active, responsible citizens. Through Art and Design, the five British values are always considered: democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths.

## **Vocabulary:**

At St. Paul & St. Timothy's the importance of vocabulary is highlighted through the Art and Design curriculum. From Foundation stage to key stage one the children talk and comment about their work and other's work. They learn and use art vocabulary such as colour, pattern, texture, line, form, shape and space.

## **Enrichment opportunities:**

Each year group will participate in enrichment opportunities to enhance learning and promote a love of learning. Children work with artists and craftspeople and have the opportunities to visit art galleries. Artists, craftspeople visit our school and work with our children and children are given the opportunity to talk to artists. This enables them to have authentic experiences.

We provide art club to children who have a real interest and flair for art to develop knowledge and skills.

## **IMPACT**

### **Assessment:**

At St. Paul & St. Timothy's assessment is an integral part of the teaching process. Reporting to parents is done annually through a written report. Reporting will focus on each child's:

- Enjoyment, participation, confidence and approach to art
- Skills acquired
- Critical ability when looking at their own work and the work of others
- During the Foundation Stage children are assessed according to Developmental ages in months and the Early Learning Goal. Ongoing assessments are made throughout the year on the children's creative development through observations made during child initiated and adult directed activities.
- Target tracker.
- Three children in reception of lower, middle and higher ability are assessed and a portfolio of their work will be kept. These same children are assessed in year 1 and 2 and a portfolio of their work will be collected. (to measure progress of skills)
- All children in Reception, Year 1 and Year 2 draw a portrait of themselves and revisit it in Summer Term 2.
- Children comment on their work in their sketchbooks in year 1 and 2 using evaluation sheets. (teacher-differentiation). Learning Proforma's are used in the sketchbooks that link to the assessment criteria for each year group.
- We monitor sketchbooks and final pieces.
- Children's sketchbooks (in key stage one) and final piece will be scrutinised at the end of each topic. Teachers will assess children's use of vocabulary, knowledge and skill which will help direct learning and support in future topics.
- Standardisation will be completed to ensure consistency of judgements. The impact and measure of this is to ensure that children at St Paul & St. Timothy's are equipped with skills and knowledge that they can use and build upon year on year.

**Monitoring:**

Monitoring takes place regularly through learning walks, looking at sketchbook and final pieces, as well as observing displays. This ensures progression across the year group and key stage. Similarly, pupil voice is completed to both assess children's knowledge but also their enjoyment of the topic and tasks.

**Review and evaluation:**

This policy will be reviewed annually.