

**St Leo's and Southmead Catholic
Nursery and Primary School**



Nurture, Inspire, Succeed

**Art Policy
2021-2022**

As part of the St Leo's and Southmead family; our children are happy, resilient and successful. Our school community is enriched by positive role models who nurture and support; delivering a curriculum which embraces memorable opportunities and lifelong skills.

Our Promise

Nurture



We will provide a safe, warm and welcoming environment where everybody is valued

We will develop the whole child through our pastoral approach where inclusive attitudes are modelled every day

Inspire



We will celebrate the skills, talents and natural abilities of everybody in our school community

We will deliver exciting and memorable learning opportunities through our creative curriculum in order to provoke thoughts, dreams and life-long goals

Succeed



We will guide our children so that they are eager to exceed their full potential in all that they do

We will encourage confidence and risk taking through quality first teaching, effective feedback and challenge

Our Values

*Everybody is valued
We are all role models
Talents are celebrated
We never give up*

SAFEGUARDING STATEMENT

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:-

- Preventing children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.

PROMOTING BRITISH VALUES AT ST LEO'S AND SOUTHMEAD CATHOLIC PRIMARY SCHOOL SERVING THE COMMUNITY

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "Nature, Inspire, succeed' This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.

INTRODUCTION

St Leo's and Southmead Primary School is committed to developing the art curriculum, finding links with the creative curriculum.

This policy outlines the teaching, organisation and management of the art and design taught and learnt at St Leo and Southmead Primary School.

The school's policy for Art and Design is based on the New National Curriculum 2014 for Key Stages 1 and 2

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body (pending). The implementation of this policy is the responsibility of all the teaching staff.

SMSC in ART

Students are encouraged to express themselves through their Art which is supported by strong research into the wider world around them. Students analyse, engage and question their own and others' work, identify how beliefs, values and meanings are exposed and shared.

Spiritual Development in Art

Art is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. Art focuses on building confidence through developing skill sets in each project.

Moral Development in Art

Students are given the opportunity to give an opinion as to what looks good and what does not and then justify their views. All students are taught to understand and read work in order to relate to a concept or idea that conveys a meaning.

Social Development in Art

Students' work is celebrated throughout the school and displayed in many areas. Students discuss a range of artists and art work that encourage and develop communication skills. In art we hold a regular exhibition of student work in which students are encouraged to present and celebrate their work with the wider social community including family and friends.

Cultural Development in Art

Throughout the units of work explored students will develop their knowledge and understanding of an artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Students are required to research a wide range of artists and link their findings to their own work

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

AIMS

The new national curriculum 2014 for art and design aims to ensure that all pupils:

- develop an awareness of visual and tactile elements
- develop an awareness of artists, craftspeople and designers
- develop a sense of self-appraisal to improve work
- develop the capacity to express observations and feelings
- develop skills for working in two or three dimensions, using art, craft and design media
- offer opportunities to experience personal satisfaction and improve self-confidence
- encourage children to ask and answer questions about the starting points for their work

These objectives can be met if we enable children to:-

- express ideas and feelings from their memories and imaginations
- record observations from first-hand experiences
- design and make images and artefacts
- recognise pattern and texture in natural and man-made forms
- begin to understand how images are made using line and tone
- begin to understand how shape, space and form are used in images and artefacts
- study works in a variety of genres and styles from the locality the past and present and from a variety of cultures
 - * take time to respond to and evaluate art, craft and design including their own work and that of others
- experiment with tools and techniques for drawing, painting, printmaking, collage models and textile work and clay work.
- Identify what they might change in their current work or develop in their future work
- work on their own or collaborating with others
- be successful in what they do by providing activities at the appropriate level
- to use colour in a variety of ways and with a range of media

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study for 2014.

Equal opportunities

We are committed to providing a teaching environment conducive to learning.

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils.

TEACHING ART AND DESIGN

Teaching Time.

In Key Stages 1 and 2, the time allocated to the teaching of Art and Design is weekly on a termly basis. Some topics have a strong focus on Art and Design and others are more focused on other subjects so the time allocation is varied, but based on ensuring adequate coverage of National Curriculum programme 2014. There are also Art and Design activities which are additional to the main topics. We aim to provide a range of experiences necessary to achieve a balanced programme for Art and Design.

For more information on the teaching and planning of Art & Design refer to the Knowledge Organisers and Progression Maps.

Class Organisation

Teachers plan the Art & Design lessons for the year group. Lessons may be introduced in whole class teaching or individual groups.

Helping children to improve their drawing

Children should be encouraged to practise their drawing skills on a regular basis. They should develop the willingness to make working drawings and to accept that it is good practice to rework drawings (without the need for an eraser) as they observe with increasing accuracy and develop their understanding.

Children should be challenged to draw:

- From observations, imagination and experience
- At different scales and on different surfaces
- In two and three dimensions using different media, for example wire, wool and clay, as well as traditional media
- For different purposes, for example to explore ideas, to explain ideas to themselves and others, to record information about what has been observed.

Homework- optional

Many of the topics provide opportunities for teachers to set worthwhile tasks that can be completed outside normal teaching time. These may be occasionally given as homework. These may include:

- exploring ideas on the themes of the units using a sketchbook
- recording and collecting visual and other information and materials that will support the development of children's ideas
- finding out about the work of artists, craftspeople and designers, in original and reproduction form, by visiting museums and galleries, using the library, internet, laptops and I pads.
- using the home, local or natural environment to explore ideas in art and Design.

Visiting a museum, gallery or site

In Art & Design and through our Cultural Program, children have opportunities to be taught the knowledge, skills and understanding through visits to museums, galleries, exhibitions or sites in the locality. These visits will support and enhance children's learning in subject in an active and engaging way as well as stimulating ideas for their work.

Links between Art and Design and other subjects

Art and Design contributes to many subjects within the primary curriculum and many of the topics covered offer opportunities to make links with other areas of the curriculum. There are strong links between Art and Design in:

- English
- Maths
- Design and Technology
- Computing
- History
- Geography
- RE
- Science

Environmental Education

The school environment will provide opportunities for work based on observations from first-hand experiences and the natural world and so Environmental Education forms an integral and important part of the Art and Design curriculum.

Art and the Wider Community

Children will continue to take part in designing Christmas card projects that are to be printed and bought by parents. Children will continue to take part in the Images Art Exhibition with their work exhibited to parents and the local community. They will also be involved in exhibitions and competitions run by local organisation when available.

SCHOOL AND CLASS ORGANISATION

How we cater for pupils who are more able

Where possible more able pupils will be stretched through extra challenges suggested in the course of the lesson or on the Knowledge Organiser. These children will also be asked more challenging questions to extend and improve their work.

How we cater for pupils in particular needs

The lessons provided are appropriate for almost all pupils. Teachers will involve all pupils through support and if necessary, adult helpers and ancillaries will be used to work with individual children with SEN whose needs are more complex.

How we work in the Foundation Stage

Children should be given opportunities to find out and learn about the world they live in. The Foundation curriculum ensures that they will:

- explore colour, texture, shape, form and space in natural and made objects in their environment.
- be stimulated to think about and respond to what they see, touch and feel, in different ways.
- use their imagination and express their ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making.
- use their imagination and creativity and make their own connections.

With these experiences they will be given a strong foundation for future work in Art and Design.

Resources

All specialised Art and Design resources are kept in the art cupboard, including a range of teachers' books. Teachers must return resources clean and in good condition as soon as they have finished with them, ready for another teacher to use. Staff are encouraged to let the Subject Manager know when stock is low.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Art and Design activities.

The following considerations are carried out to safeguard children from being put to unnecessary risk.

- All tools and practical equipment are kept in good condition stored safely and well-organised
- Appropriate cutting tools are introduced with care and children are supervised at all times
- Plastic containers are used for water rather than glass
- Floor spillages are cleared up immediately
- Care is taken when new items are purchased to ensure they are suitable for young children
- Children are aware of the skills needed when handling materials

Computing

The use of IT can help children's learning in Art and Design by providing a range of sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers. Staff are encouraged to use the Internet to find prints of artists and compile their own bank of reproductions to use with the children. Children also use iPads, Paint and Too Simple programs to produce art work, using a variety of applications.

Assessment

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning and a pre assessment (Teaching Backwards) should be introduced a week before so that children learn and develop skills appropriate to their abilities and understanding. These assessments can inform annual reporting to parents. The assessments are recorded on Target Tracker and analysis is made of each class with additional information about SEN, pupil premium and gender.

Planning

The planning of Art and Design remains the responsibility of the individual teacher, but teachers are expected to outline how and where Art and design fits into the curriculum of their year group according to statutory requirements in the form of a knowledge Organiser and a topic planner outlining pre assessment and KASH destination.

Monitoring and Evaluation

The co-ordinator will regularly take photographs of art displays and finished works. These will make up the evidence and website will be updated termly.

A sample of work will also be collected and photographs will be taken.

During a yearly subject monitoring timetable the coordinator will observe lessons, all of these lessons throughout the school will be formally observed.

MANAGEMENT OF ART AND DESIGN

Role of the Subject Manager

- To be enthusiastic about Art and demonstrate good practice.
- To revise and maintain the written policy document and scheme of work with regular monitoring and evaluating the content and method.
- Encourage and support staff in the implementation of the agreed procedures and closely monitor the progression of activities and consistency of approach across both Year groups and Key Stages through lesson observation.
- Arrange INSET as appropriate to meet the needs of individuals and the school.

- Purchase and organise all ART resources, ensuring they are readily available and well maintained.
- Read, copy and collate termly knowledge organisers and topic planners (if required) from each year group and submit analysis to Head teacher.
- Write progression maps.
- Write action plan
- Collect photographic evidence in subject area around the school and update website.
- To be aware of national and local developments through reading relevant materials and attending courses as appropriate.
- Work to achieve equality of opportunity throughout the school.

To be reviewed September 2022

Addendum Autumn 2020

- Progression has been discussed, gap analysis is available on Target Tracker, prior learning/ objectives need to take account of any gaps, subjects/topics can be flexible and moved with Subject leader been made aware of any changes.
- Equipment needs to be sterile or quarantined if moving between bubbles, adaption to planning and whole class teaching if not enough equipment is available.
- Computing- cross curricular use of ipads needs to be planned in line with the computing timetable to ensure ipads are sterile for next bubble.
- Teaching from the front as much as possible. Visor to be worn when working close to children or giving feedback.
- Use of visualiser to demonstrate and model practical tasks (especially if not enough equipment is available).
- Inset – gap analysis was discussed within each subject.
- Handover with previous and next teacher.
- 1-1 well- being meeting to discuss what subjects children were looking forward to class.
- Provide opportunities for remote/blended learning opportunities in art for children should they be working from home or in isolation/ website kept updated.