

**ART AND DESIGN POLICY**  
**St Thomas More's Catholic Primary School**

**RATIONALE**

Art and Design offers children the opportunity to stimulate their creativity and imagination. It provides every child with opportunities to learn and develop a range of concepts, attitudes, skills and knowledge which will enable them to reach the highest possible standards in art. As part of our mission **"to educate and inspire every child to fulfil their unique giftedness in a loving Catholic community"** ( see Mission Statement), we teach the arts to provide a range of varied and enriching experiences for all of our children regardless of gender, cultural background, or academic ability.

**Aims**

Through our provision of arts education we aim:

- To encourage creativity in children, showing an appreciation of processes as well as products.
- To maintain a coordinated approach to art education, building on valuable partnerships and links within the community in order to strengthen and broaden our provision.
- To raise the skill levels in children participating in arts activities.
- To develop and maintain a stimulating learning environment in which children are able to communicate their ideas in creative, imaginative and spiritual ways.
- To enhance children's appreciation of the richness of their own and other cultures.

**KEY OBJECTIVES**

**KEY STAGE ONE**

- use drawing and painting techniques to communicate ideas about themselves in a self-portrait
- use line, shape, colour and tone in drawings
- be able to mix primary colours and to make secondary and tertiary colours
- use sketchbooks to record experimenting and exploring with different media
- use knowledge about shape and patterns in buildings in art work.
- explore and use natural and man-made materials to communicate ideas and meanings in a weaving
- explore ideas about sculptures; investigate and use materials and processes to communicate ideas and meanings in three-dimensional form
- say what they think and feel about their own and others' work and suggest ways of improving their own work
- talk about their own personal response to given works of art

**KEY STAGE TWO**

- select and record from experience and imagination, record first-hand observations and explore ideas for different purposes
- make thoughtful observations about starting points and select ideas to use in their work
- select and record visual and other information in a sketchbook and use this to help them develop their ideas
- investigate, combine and organise visual and tactile qualities to the purpose of the work
- apply their experience of materials and processes, including drawing, developing control of tools and techniques
- use a variety of methods and approaches to communicate observations, ideas and feelings and design and make images and artefacts

- compare and comment on ideas, methods and approaches in their own and others' work and relate these to the context of the work
- adapt and improve their work to realise their own intentions, and describe how they might develop it further

## **MONITORING**

The policy will be monitored through

- moderation of work with all staff
- pupil interviews
- monitoring of planning
- lesson monitoring (in accordance with school schedule)

Written by Mrs J Pedder

Revised by Mrs J Pedder 2015

Approved by Curriculum and Admissions Committee 15<sup>th</sup> Nov 2015

To be reviewed: Autumn 2017

**ART AND DESIGN GUIDELINES**  
**St Thomas More's Catholic Primary School**

**HEALTHY AND SAFETY**

**When working with tools, equipment and materials, in practical activities, and in different environment, including those that are unfamiliar, pupils should be taught:**

**a about hazards, risks and risk control**

**b to recognise, hazards, assess consequent risks and take steps to control the risks to themselves and others**

**c to use information to assess the immediate and cumulative risks.**

**d to manage their environment to ensure the health and safety of themselves and others**

**e to explain the steps they take to control risks**

**Hampshire Advisory Service for Schools (HIASS) recommends using health and safety guidance from NSEAD where needed for specific advice. This can be obtained from the HIASS website or in ART folder on teacher's pool.**

The QCA Art and Design has been adopted as the Scheme of Work.

The Long-term Curriculum Map has been established as a two-year cycle. The Foundation Stage follows termly units of work linked to the Early Learning Goals.

There are 6 units of work in KS1.

There are 12 units of work in KS2. There is also a generic unit 'Visiting a Museum, Gallery or Site' to be covered when there is an appropriate visit locally.

Each unit has been given a specific time allowance and it is for each individual teacher to decide whether to block the time or use on a weekly basis, depending on the suitability of each unit.

**ASSESSMENT**

The main objectives for assessment have been set out in the Policy. Assessments are to be undertaken during, or at the end of, each unit and reports are sent out to parents in the summer term.

There are 7 visual and tactile elements: LINE, TONE, COLOUR, PATTERN, TEXTURE, SHAPE, FORM, SPACE.

Different units will cover each of these elements. There is a need to be clear about which element is being focussed on and the assessment needs to be based on the appropriate element(s). (See QCA for guidance)

**MODERATION**

Whole school moderation tasks will be undertaken, when considered appropriate, to raise staff awareness about continuity and progression within the Art curriculum. Samples of work or photographs are kept in a moderation file.

## **SKETCHBOOKS**

- children to use sketchbooks for experimenting and exploring
- sketchbooks to be annotated by staff and children
- annotations to be related to the objectives set by the teacher
- sketchbooks should show evidence of the children practising the media selected
- sketchbooks to be passed on to the next teacher

## **SEN/ABLE AND TALENTED CHILDREN**

Able and SEN children in Art will be identified by the Class Teachers and appropriate provision will be made to extend or support their needs.

A register of talented children will be kept (cf Able and Talented Policy). Class Teachers will offer more challenging opportunities to these children and bring to their (and their parents') attention, extra-curricular opportunities for extension.

The Subject Manager will advise Class Teachers of such opportunities, eg local clubs and events.

## **AUDIT FOR RESOURCES FOR ART AND DESIGN**

These resources are held centrally in the cupboard in ROOM 7 (EH)

- Drawing pencils – 2b, 4b, 8b
- Drawing pens – berol, notewriter, black and coloured drawing pens
- Cotton, wool, string, cotton wool
- Glitter
- Newclay gloss
- Fabric dyes
- Batik set
- Pastels-oil and soft
- Art straws
- Art model – person
- Work of other artists:
  - Van Gogh, posters x 2
  - Gilbert & George, posters
  - Scottish Painters, posters
  - Matisse, posters
  - Postcards – various
  - Art & Craft magazines
- Selection of materials for collage etc

Paints and watercolour paint boxes, colouring pencils, felt tip pens, sketchbooks are held centrally in the Stock Cupboard.