

ART AT HOLY FAMILY CATHOLIC PRIMARY SCHOOL

WHAT IS ART AND DESIGN?

Art is the expression of ideas thoughts and feelings, through sensory experience in a variety of 2 and 3 dimensional media. It provides pupils with opportunities to explore their thoughts and feelings in ways which are powerful alternatives to the written word. Art is also concerned with the development of visual perception and visual literacy; to enable understanding and appreciation of art from a variety of cultures, styles and periods throughout time.

Art encompasses a wide field of experiences; drawing, painting, printmaking, sculpture, graphic and product design, textiles, and photography.

THE AIMS OF TEACHING ART AND DESIGN

Our main aim is to promote and encourage children's enjoyment of art. We want all children to experience success and satisfaction in art by:

- * providing all children with the opportunity to express themselves visually and in an enjoyable manner
- * developing pupil's ability to realise their ideas in the form of drawings, paintings, photographs, prints, models and sculptures, derived from observation and imagination, as a means of understanding and commenting on their experience.
- * facilitating pupil's design capacity
- * stimulate pupil's capacity for imaginative and original thought and experimentation
- * developing pupils capacity to enjoy, value, talk and write about visual and tactile qualities of the natural and man made environment.
- * developing the ability in pupils to respond critically to visual images of many kinds, evaluate their work in art and design, engage with and make informed judgements about artefacts and relate them to a variety of contexts including cultural, economic, historical and social.

THE PRINCIPLES OF TEACHING ART AND DESIGN

STRATEGIES FOR TEACHING ART AND DESIGN

The teaching of Art & Design at Holy Family School is through a cross curricular approach. The staff use the International Primary Curriculum (IPC) which ensures all work covered meets requirements of the National Curriculum and maintains appropriate progression of knowledge and skills.

Progression in art will involve the children in:

- * working with increased independence
- * operating in increasingly challenging contexts
- * understanding and using an increasingly complex subject vocabulary
- * handling increasingly complex concepts
- * moving from the concrete to the abstract
- * developing their ability to hypothesise, frame enquiries and make decisions about the most appropriate media and scale in which to create a personal idea or statement.

TEACHING AND LEARNING

Art and design teaching will develop the pupils understanding of materials, techniques and processes. A progressive approach to the teaching of skills will be promoted.

Art and design teaching will include opportunities for:

- * exposition by teacher
- * demonstration
- * discussions between teacher and pupils and between pupils themselves
- * individual teacher/pupil interaction
- * consolidation and practise of skills and techniques
- * exploration of new materials

ASSESSMENT , RECORDING AND REPORTING

Assessment will be a continuous process throughout the Foundation Stage, KS1 and KS2.

Pupils will be regularly assessed against learning objectives which will inform planning and ensure appropriate teaching and learning outcomes. Teachers will record assessment criteria and methods in their medium term planning.

A strong emphasis is placed upon oral assessment and communication between the teacher and the child. Teachers will discuss with the child their opinions and feelings towards their work. The teacher will encourage and praise the children's art work while at the same time providing constructive criticism.

End of Key Stage summative assessments are in line with the National Curriculum.

At the end of each academic year an exhibition of the children's art work will be held. The children will be involved in the selection and presentation of the work on show.

In accordance with the National Curriculum requirements all children at KS1 and KS2 will be given a sketch pad to record their observations and ideas.

SPIRITUAL MORAL SOCIAL AND CULTURAL ASPECTS

Art and design contributes to the social moral spiritual and cultural development of pupils through;

- * a sense of achievement and enjoyment from completing projects successfully and to high standards
- * gains in self confidence
- * learning to work independently and co-operatively
- * gaining an insight into cultures other than their own
- * appreciating the values of their own and other societies.

Staff will seek to find ways to incorporate the above into the children's learning experiences.

LITERACY, NUMERACY AND ICT

Links will be made whenever possible to incorporate a cross curricular approach to art. Art will be used to support other areas of the curriculum as appropriate. These opportunities will be clearly identified in planning.

SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

All pupils are entitled to a broad, balanced and relevant curriculum in art and design at an appropriate level regardless of ability, gender, religion, race, social circumstances or first language. At Holy Family we believe that art can give children with special educational needs the opportunity to develop self esteem. We recognise that children who have educational difficulties in other areas of the curriculum, can often excel at art and, therefore, art can be used to develop positive attitudes towards themselves and their work.

Children with special needs will be given every opportunity to use art to develop sensory perception and expression.

Special educational needs in art specifically will be recognised and addressed and the school will seek to provide appropriate learning support.

HEALTH AND SAFETY

All teachers are responsible for ensuring that they comply with the LEA's documentation for the safe teaching of art and design.

When working with tools, equipment and materials in practical activities and in different environments, 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

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Signed