



## Art Policy

Our school is a welcoming, Catholic community, with Christ at the centre. Through worship, we come together to listen and speak to God, to spread the Gospel message and to move forward in faith together. As 'Guardians of life and creation'; we work together with respect, understanding, honesty and joy, to develop love, tolerance and justice for all.

We strive for greatness in our learning, we develop our unique talents and each day we take pride in all our efforts and achievements.

### Key Personnel

Art at St Joseph & St Bede is delivered in the main by arts specialist Angela Norman she will be supported by Jane Myerscough Deputy Headteacher – since April 2016.

### Aims and objectives

The arts provide a wealth of vital experience to excite children's imaginations and develop their creativity. This area includes art & design, dance, drama, music and digital media. The arts add quality and challenge to our lives. They enable pupils to question and reflect on their thoughts, feelings and values; they help develop a greater respect for the views and values of others. The arts provide opportunities to explore different forms of expression, appreciate our diverse cultural heritage, and gain a sense of personal identity and to be creative. Creative skills and the ability to innovate are increasingly important in the changing and uncertain economy of the future.

Learning in this area should include a balance of focused subject teaching and planned opportunities to use, apply and develop knowledge and skills across the curriculum. Our aims for the teaching and learning of the arts are for the pupils to:

At St Joseph & St Bede RC Primary School aims of art teaching are to enable children to:

- Develop skills in creativity and innovation.
- To appreciate the diversity of different cultures.
- To gain a sense of own identity and discover strengths and talents.
- To enhance confidence and self-esteem.
- To think about spiritual, moral, social and cultural issues.
- To provide a range of opportunities to perform.
- To develop successful learners who enjoy learning, make progress and achieve.
- To develop confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

### Essential Knowledge

Children should build secure knowledge in the following:

- How creative ideas can be developed in response to different stimuli and imaginative thinking.
- How different art forms communicate and evoke moods, thoughts and ideas.
- That designing, creating and performing require discipline, control, technique and practice.
- How and why people from different times and cultures have used the arts to express ideas and communicate meaning.
- That accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed.

## Key Skills

These are the skills that children need to learn to make progress:

- Explore, investigate and experiment roles, techniques, approaches, materials and media from a range of stimuli and starting points. This includes the use of ICT in making images and other forms of digital media.
- Create, design, devise, compose and choreograph their individual and collective work.
- Improvise, rehearse and refine in order to improve their capability and quality of their artworks.
- Present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses
- Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

## Breadth of Learning

- Children should learn about how the arts are created and enjoyed today, how they have changed over time, and the contribution they make to our lives and culture. How the arts are used and valued in different cultures and traditions should also be explored. Children should learn how to combine art forms imaginatively and in complementary and enhancing ways. They should perform and exhibit for a range of audiences, and work with artists in and beyond the classroom. They should be introduced to the appropriate language of the arts.
- In art children should be involved in design, craftwork and fine art on a variety of scales, working in two and three dimensions and using ICT to explore line, shape, form, colour, texture and pattern. They should develop their understanding through visits to galleries and exhibitions.

## Strategies

Teachers will be responsible for the planning and teaching of the arts using the Focus Learning Challenge learning units.

Where appropriate, arts activities should be cross curricular. Children should have opportunities:

- to develop and apply skills of literacy, numeracy and ICT, particularly through speaking and listening in drama, mathematical ordering and patterns in music and design, and using ICT to try out ideas, create, refine and present work across the arts
- to extend their personal, emotional and social development, particularly through exploring feelings and emotions in drama, developing physical poise
- through dance, working cooperatively with others in music, and giving constructive feedback and support across the arts
- to enhance their understanding of the arts through links to other areas of learning and to wider issues of interest and importance, particularly in exploring the past through paintings and drama, finding out about other cultures through their music and drama, and learning about different communities from the way the arts are organised and used.
- Early Years will follow the guidelines in the framework for Early Years Foundation Stage.

## Assessment

- Assessment of the pupil's achievements will be by teacher assessment. This will be through teacher observations, discussions with pupils, and by looking at the work produced or how individuals have performed.

- Progress in art and design will be assessed through the ongoing teacher assessment where pupil's progress in drawing and /or design ability will be recorded each term and clearly dated.
- Gifted and talented pupils will be identified and recorded on our register.
- Photographic evidence of the arts is maintained by the arts subject leader within our Arts Portfolio.

## Equal Opportunities

All pupils will have equal access to the Art Curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from

- different times and cultures
- different artists past and present

## Art curriculum planning

Art throughout the school is mainly taught by Mrs Norman and the scheme is based on Focus Learning Challenge, which supports the new National Curriculum. The topics chosen are generally linked to the theme the particular class is working on for that half term and build upon prior learning.

There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

The detailed medium-term plans give details of each unit of work for each half term.

## Foundation Stage

We teach art in our reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the art aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Art contributes to a child's personal and social development. Patterns and design foster a child's mathematical ability and pictures and paintings can be linked to different cultures which increases a child's knowledge and understanding of the world.

## The contribution of music to teaching in other curriculum areas include;

### English

Art can contribute to the teaching of English in our school as seen in DIAL programme that is used at KS2. Art is also used to stimulate discussion or creative writing.

### Mathematics

Art contributes to the teaching of mathematics through observing patterns and processes.

### Computing

Digital and media aspects of the computing curriculum.

### Science and D&T

e.g. experimenting with colour and understanding light.

### Music

We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures. Graphic scores e.g. pattern pictures to illustrate sound effects.

### **Personal, social and health education (PSHE) and citizenship**

Through the common goal of making art, children learn to work effectively with other people and build up good relationships. Art has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence.

### **Spiritual, moral, social and cultural development**

We encourage children to reflect on the important effect that art has on people's moods, senses and quality of life. Children at St Joseph & St Bede RC Primary School have the opportunity to encounter art from many cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies. It is used in our collective worship and celebrations to enhance the spiritual experiences that we share together.

### **Teaching art to children with special needs**

We teach art to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in art takes into account the targets set for individual children in their Individual Education Plans (IEPs). See SEN Policy

### **Organisation**

Art is taught by the subject leader (Mrs Norman) to most classes in KS1 & 2 in blocks of 2 hours a week for two terms a year. Cross-curricular links between art and other subjects e.g. topic work should be made where appropriate and the work is celebrated in the shared areas of the school e.g. corridors, halls as well as classrooms. The art room is a celebration of work undertaken over the two years.

### **Extended opportunities**

- We utilise the opportunities for exploring art through our links with Bury Art Gallery who run workshops on various topics. All children have the opportunity during their time at a school to visit the gallery and museum.
- An art club is run for our Keystage one children by Mrs Prince

### **Inservice**

As the curriculum is undertaken by our specialist teacher it is the Teacher Assistants who benefit from working alongside the lessons who gain skills and expertise.

### **Resources**

There are sufficient resources for all art-teaching units in the school kept in the art room based in the infant building.

### **The Role of the Subject Leader**

- to lead the development of Art in the school
- to provide guidance to individual members of staff if required
- to keep up to date with local and national developments in Art and disseminate relevant information
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of art resources

### **Health and Safety**

Children are always encouraged to use materials carefully and safely.

*Mrs A. Norman with Mrs J. Myerscough April 2017*