



# St Thomas of Canterbury Catholic Primary School

*Where every child is special*

## Art Policy

Policy compiled by:

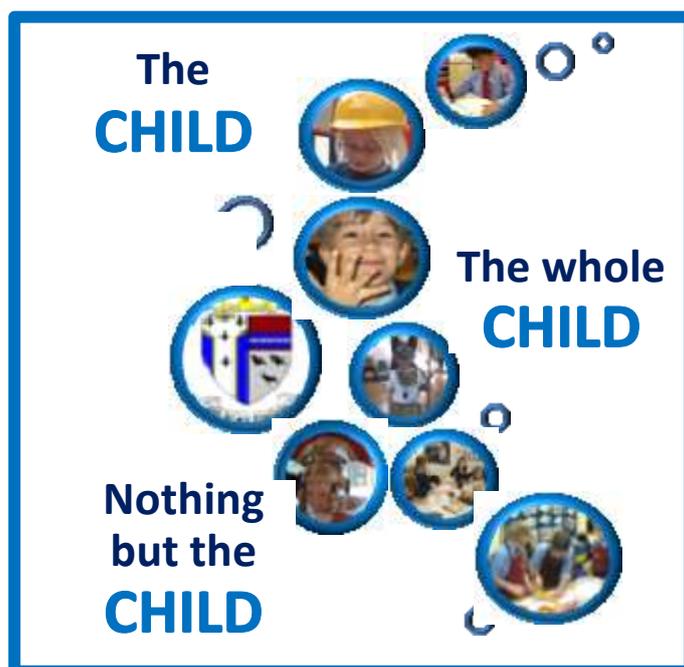
Katie Clarke, Subject Leader

Date of last review:

Spring 2017

Review Date:

Summer 2019



### **OUR MISSION STATEMENT**

*God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.*

### **OUR AIMS**

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

### **OUR GOLDEN RULE**

We treat others as we would like to be treated



Art offers children the opportunity to learn about the visual world and how artists have interpreted this. It enables us to develop spiritually by exploring our own ideas and feelings. We develop socially by working together on group projects and respecting the opinions of others. Art allows us to tackle moral and cultural issues by understanding and appreciating the methods and motives of people from other cultures and times.

### **Our aims in teaching Art are that all children should:**

- experience, imagine, express ideas and feelings confidently.
- choose resources and materials independently to stimulate and develop their ideas.
- work practically and imaginatively with a variety of materials and techniques to present their work in two and three dimensions.
- compare images and artefacts using an art, craft and design vocabulary, and identify similarities and differences in methods and approaches.
- evaluate their own and the work of others.
- develop the enthusiasm and enjoyment that art instils.
- develop particular creative and technical skills so that ideas can be realised and artefacts produced.
- explore and experiment with visual elements e.g. pattern, texture, colour, line, tone, shape, form and space using a range of media.
- develop the skills of working both independently and co-operatively.

### **Principles of the teaching and learning of art**

Teachers must have a thorough understanding of the National Curriculum for Art and use a wide variety of teaching methods.

Appropriate resources will be available to ensure that pupils can fulfil the requirements of the National Curriculum.

We will encourage pupils to learn through observation and experimentation and by teaching specific skills.

At St Thomas we do not make the assumption that a child with special educational needs in another curriculum area will necessarily have particular difficulties with, or a talent for, art. Neither do we believe that a child with sound ability in other areas will not have special needs in art. As with any other subject, it is the teacher's task to help the child with special needs in art to experience success and some degree of satisfaction.

### **Organisation and planning**

In the Foundation Stage Art is taught under the heading "Expressive Arts and Design".

Schemes of work are planned by teachers and coordinated by the Art and Design leader to ensure a different range of art techniques focusing on different elements, giving breadth of experience and exposure to a range of materials. Across year groups each topic builds on previous experience to try to ensure progression. We aim to expose children to the work of sculptures, photographers, architects, craft workers and designers **as well as artists**.

The artistic process is vital and we try to ensure that in every task children have the opportunity to express ideas, opinions and feelings, challenge their thinking through focused questioning, experiment with materials and ideas, design, make and modify their work and appreciate the work of others.



At the beginning, and throughout art lessons, children are encouraged to think of their own success criteria using the STOC bug skills to help them plan their steps for success.

The use of learning partners will also be used to help the children discuss their ideas and feelings and to critically evaluate their work and that of their peers.

In Art the children will be involved in individual, paired and group work.

There is no specialist teaching in Art, it is taught by class teachers.

## **Equal Opportunities**

All pupils, including ethnic minorities, gifted pupils and those with special educational needs should be able to benefit from working at their own pace, with a range of materials, media and processes. This can enable them to experience success and raise their self-esteem.

Artistically gifted pupils should be identified and provided with individual opportunities and challenging programmes to meet their greater imaginative and creative potential.

The class teachers will:

- Use scheme of work
- Decide the objectives for the teaching and the steps for success with the help of the children;
- Prepare teaching plans;
- Assess the work and progress of pupils' learning in Art.

## **Monitoring and Evaluation**

Lesson plans, sketch books and examples of children's work are monitored by the subject coordinator and Headteacher. As necessary, staff meetings and agreement trialling sessions are arranged to discuss the Art curriculum and evaluate children's level of work.

## **Assessment and reporting**

Assessment is used to identify each child's strengths and weaknesses and to adapt our teaching of Art accordingly.

An Art sketch book is provided and this is passed on with the child as they move through the School.

## **Assessment for learning**

- For effective teaching and learning to take place within the classroom, there is continuous teacher assessment, peer and self assessment
- In the Foundation Stage Art is assessed under the Expressive Arts and Design strand of the Foundation Stage Profile
- To track children's progress throughout the year a class tracking sheet is used in line with the assessment policy. A transfer record is completed at the end of each school year.
- Agreement trialling sessions are held for teachers to moderate their judgements.
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

**Feedback to pupils** about their own progress in Art is achieved through dialogue and the marking of work.

**Reporting in Art** will focus on each child's

- development of skills



- knowledge and understanding

### **Excellence in Art is celebrated in:**

- Our School Art Gallery, The Canvas
- displays in classrooms, outside corridors and in the infant and junior hall
- competitions – for example Anne Milton's Christmas card competition

### **Implementation**

The **role of the Art co-coordinator** is to;

- provide guidance and support on schemes of work;
- organise, review, and order resources;
- ensure staff are aware of new resources;
- stay up-to-date on developments in Art.
- Run an after school art class

### **Art Club**

We offer an after school Art Club where children can study an artist in depth and explore a wide range of techniques and processes from painting, printing and sculpture to outdoor land art. Children are encouraged to experiment and challenge their ideas within a supportive small group setting.

### **Art Gallery**

'The Canvas' is our dedicated art gallery for two dimensional and sculptural work. Art club has its own space within the gallery and every class in school has a frame to display children's work. Artwork is regularly refreshed to encourage children to celebrate their own efforts and critically evaluate the work of others. The gallery celebrates the importance and enjoyment of art and reflects the value we put on art as a subject at St. Thomas's.

### **Art Week**

Art throughout the school is celebrated during an Art week in the Summer Term. It is an opportunity to collaborate as year groups to interpret a theme and explore a wide range of ideas, processes and techniques in depth. The week culminates in an exhibition of two and three dimensional work open to children and parents.

### **Resourcing**

- There is an art budget agreed by the Headteacher from which staff are able to buy resources when required.
- Resources are stored in classrooms, Foundation/Key Stage 1 cupboard and Key Stage 2 cupboard.
- Information Technology including the Internet is used to support both the teaching and learning of Art. 'Paint' and 'Natural Revelation Art' are two resources which the children can access within the Computing Suite.

The non-fiction library is used in Art for reference – a selection of books is available on artists, landscapes and portraits.

### **Health and safety**

With a practical activity such as art, it is not possible to remove all risks and hazards. It is important that pupils learn to use items of protective clothing, such as art overalls, and on occasion, goggles. Protective clothing is always needed when sawing, carving, varnishing, spraying inks and handling clay. There are a number of tools which are potentially hazardous such as scissors, knives and paper



trimmers. Their suitable storage is as important as their sensible and safe use. Children are trained to set up and put away tools and equipment properly.

*This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.*