

In formulating and applying this policy, The Governing Body and Staff of our Catholic School seek to promote and implement in relevant ways, the aims and intentions of the Mission Statement that has been agreed by the whole school community.

“Praise the Lord in Work, Play and Prayer”

The Curriculum for Art and Design has one attainment target, which integrates both practical and theoretical aspects of the subject. At St. Michaels’s Catholic Primary School we provide all the children with artistic knowledge and skills, appropriate to their differing abilities and maturities. Pupils will work from a structured scheme based on the LCP Art and Design Programme. This includes the 5 strands: Exploring and developing ideas, Investigating and making art, craft and design, Evaluating and developing work, Knowledge and understanding and Breadth of Study.

There are six units in the Key Stage 1 and twelve for Key Stage 2.

Children have opportunities in art and design to:

- consider their own attitudes and explore ideas about the starting points for their work;
- ask and answer questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketchbooks;
- find out about art, craft and design by extracting information from sources such as reference books, CD-ROMs, e-mails and the internet;
- discuss and compare their own and others' work and explaining their own views.
- consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms;
- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the natural and made environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.

Aims and purposes of art and design

Art and design provide opportunities to:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

By the end of the Foundation Key Stage
Children will have had opportunity to:

- explore colour, texture, shape, form and space in two and three dimensions and in natural and made objects, including resources from different cultures, and in their environment;
- be stimulated to think about and respond to what they see, touch and feel, in different ways;
- use their imagination and expressing their ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making;
- be imaginative and creative and making connections between one area of learning and another.

During key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

By the end of Year 2

Children will have had opportunity to:

- explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, and pattern and texture to represent their own ideas and feelings;
- focus on the work of artists, craftspeople and designers by asking and answering questions like: 'What is it like?' 'What is it made from?' 'How is it made?' 'What do I think and feel about it?'
- record what they observe, experience and imagine, and explore ideas
- ask and answer questions about the starting points for their work, and develop their ideas
- investigate the possibilities of materials and processes
- try out tools and techniques and apply these to materials and processes, including drawing
- represent observations, ideas and feelings, and design and make images and artefacts
- review what they and others have done and comment on differences
- identify what they might change in their current work or develop in their future work
- gained some knowledge and understanding of visual and tactile elements, materials and processes used in art and craft and design and of the work of artists, craftspeople and designers

During key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

By the end of Year 4

Children will have had opportunity to:

- select and record what they observe, experience and imagine and explore ideas
- question and make comments about starting points for their work
- collect visual and other information in a sketchbook and use as source material for their work
- investigate and combine visual and tactile qualities of materials and processes

- apply their experience of materials and processes, including drawing
- communicate observations, ideas and feelings and design and make images and artefacts for different purposes
- investigate and combine visual and tactile qualities of materials and processes
- apply their experience of materials and processes, including drawing
- communicate observations, ideas and feelings and design and make images and artefacts for different purposes
- gained some knowledge and understanding of visual and tactile elements and how these are combined, materials and processes used for different purposes and the different purposes of artists, craftspeople and designers

By the end of Year 6

Children will have had opportunity to:

- improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think;
- increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: 'What is this work about?' 'Why was it made - for what purpose?' 'What visual and tactile elements are used?' 'How are they combined and organised?' 'What materials and processes were used to make it?' 'How are these matched to the purpose of the work?' 'When and where was it made?' 'What do I think and feel about it?'
- 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 of materials and processes and match these 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
- gained some knowledge and understanding of visual and tactile elements and how these are combined and organised for different purposes, materials and processes and how these are matched to ideas and intentions and the roles and purposes of artists, craftspeople and designers working in different times and cultures

Assessment and Progression in art and design is shown through the different expectations at each key stage. The National expectations are based on level 2 being the expectation for the majority of children at the end of key stage 1 and level 4 being the expectation for the majority of children at the end of key stage 2.

- Selections of children's work are displayed on a school Gallery board.
- A school art portfolio is to be gathered, containing a range of children's work in the form of photographic evidence.
- Children's progress is recorded on class assessment sheets, at the end of each unit taught. These are based upon the assessment criteria and expectations of each unit of work.

Health and Safety

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

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks

Links with other areas of the curriculum

ICT

Pupils will be given the opportunities, where appropriate, to apply and develop their ICT capability through the use of ICT tools to support their art work.

- Find things out from a variety of sources, selecting and synthesising the information to enhance their work of artists, craftsmen and designers.
- Develop their ideas using ICT tools to amend and refine their work and enhance its quality through electronic sketchbooks or photography.
- Exchange and share information, both directly e.g. school Gallery and through electronic media.
- Review, modify and evaluate their work, reflecting critically on its quality as it progresses.

English

Pupils will be encouraged to continue to develop their writing e.g. spelling, punctuation and grammar in organised forms and pupils will be taught technical and specialist vocabulary.

In speaking they will be encouraged to use language precisely and coherently. Pupils will be encouraged to listen to others, respond and build on ideas constructively. In reading they will be encouraged to locate and use information and adapt what they learn in their reading.

The units of work provide links with English in two places. Notice the *vocabulary* and the *points to note* information.

Design and Technology

Pupils will be given the opportunities, where appropriate, to apply and develop their skills by:

- Working with tools, equipment, materials and components
- Shaping, assembling and joining materials and components
- Measuring, marking out, cutting and shaping a range of materials
- Using simple finishing techniques and other equipment
- Exploring religious art and artefacts and their importance.

Resources

Art resources are available within classrooms and centrally, in the quad area. Local resources e.g. The Wolverhampton Art Galleries and the LEA Artist in Residence initiatives will be used as appropriate. Use of relevant websites for Religious Education

Equal opportunities

All pupils will have equality of opportunity to achieve their full potential.

- A range of tactile experiences will be offered to pupils with visual impairment when investigating and making.
- Tools and equipment will be purchased or adapted for pupils with physical disabilities.
- Pupils with speech and language difficulties will be encouraged to use art as a means of expression.