



## St Augustine's Catholic Primary School and Nursery

### Art and DT Policy

At St Augustine's, we believe a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### **AIMS**

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their own ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language and vocabulary of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### **KEY STAGE 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **KEY STAGE 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.]
- about great artists, architects and designers in history.

## **PLANNING**

In Key Stage 1 and 2, work is planned with regard to the National Curriculum guidelines in the medium term planning. Teachers will work with the Art and Design Co-ordinator to ensure full coverage of curriculum requirements, differentiation and progression. Teachers also use a wide range of picture resources in the form of posters, artists work and internet websites. Teachers plan weekly lessons in line with the medium term planning and incorporate other resources to give the children a wide range of experiences. This is recorded in the class teachers weekly planning. In Foundation Stage children work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage.

## **CREATIVE ART WEEKS**

Creative Arts Weeks linked to countries E.g. Japan are arranged throughout the academic year. During these weeks, planning incorporates links between art and design, drama, dance, music and the other curriculum subjects. Art and famous artists are studied. Children also work with materials, art styles and subjects linked to the country chosen for that week. Each class produces their own range of arts work, which can incorporate the use of paint, clay, printing, collage, textiles, drawing and computer generated drawings, painting and designs. Other themed weeks are planned each term and can include topics such as Saving the Environment and Refugee weeks. All of the themed weeks incorporate art (designing, drawing, painting, sculpture and computer art) throughout the curriculum.

## **PROGRESSION**

The scheme of work for Key Stage 1 and 2 is designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. Their appreciation and evaluation of the work of other artists will also be encouraged as their experience grows. In Foundation Stage children work on a range of creative themes and tasks, and they work in Expressive Arts and Design linked closely to other areas of the EYFS, especially Physical Development.

Children's progression will be evidenced in their sketch book that will move up with them through the school.

## **DIFFERENTIATION**

This will be mainly by outcome. Where differentiation is by task it will be based on the children's ability to handle concepts of colour, line, tone, pattern, texture, shape, form or space. The Art Co-ordinator will liaise closely with the SENCO (Special Needs Coordinator), to ensure that all our children have appropriate access to art, including provision of special resources or equipment where necessary or possible.

## **ASSESSMENT AND RECORD KEEPING**

The scheme of work in Key Stage 1 and 2 doubles as a record of the skills taught, materials used and works discussed. Assessments will be given to the Art Co-ordinator at the end of the unit of work so that she can ensure progression throughout the school and for each child in art. Class teachers will report annually to the parents on the progress made. Pupils will be encouraged to assess their own work through discussion with the teacher and peers. Because of the personal nature of art it is important that pupils feel confident to experiment and express themselves. Therefore our response to the work must be positive and encourage the children to think about how they can progress or improve their work.

Children's work in art is not marked but displays of work demonstrate achievement of success criteria. Sketch books are used by the children to display their final pieces after experimenting with and developing their own ideas linked to the topic.

## **DISPLAY**

We ensure that all children have the opportunity to display their work within the classroom or school. Class teachers display both the work of their children and that of other artists appropriately and imaginatively in their own rooms and communal areas. A range of work from Creative Art Weeks are also displayed. Interactive displays inviting a response from the viewer are encouraged.