



ST BERNARD'S PREPARATORY SCHOOL

ART POLICY

Advent 2018

St Bernard's Preparatory School

Art and Design Policy

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

1 INTRODUCTION

Art and Design raises the human condition and enriches personal experience. It contributes to the material and spiritual well-being of the individual. It makes us more flexible, open-minded and creative people.

Art and Design is a unique and diverse visual language. It is common to all cultures and age groups. Art has a role in its' own right, but has several functions both to the individual, and, in playing an inherent communicative and supportive role in every curriculum area, making a significant contribution to the quality of learning.

"It is not a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality," (Quentin Blake).

It is a part of our everyday life.

2. THE NATURE OF ART AND DESIGN

Art and Design stimulates creativity and imagination.

- It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think.
- Through Art and Design activities, pupils learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments.

Pupils can explore ideas and meanings in the work of artists, craftspeople and designers.

Pupils are able to learn about the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures.

Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

3. **AIMS**

Our main aim is to promote the children's enjoyment of Art and Design within a rich learning environment through a wide range of activities across the curriculum, which will encourage them to be creative by developing the practical skills and knowledge they need to explore the world around them in artistic terms.

In Art and Design at St. Bernard's Preparatory School we aim:

- To provide a broad and balanced learning experience for all our pupils, enabling them to learn, organise, communicate, express and celebrate using intuitive, as well as, logical processes to develop ideas and creativity.
- To develop visual and tactile literacy, through the understanding of basic art principles, skills and the mastery of processes.
- To provide pupils with a wide range of materials, tools, resources and techniques and enable children to work directly from observation as well as from imagination and memory to develop their knowledge encompassing art and cultures.
- To provide opportunities to encourage the children to evaluate their own work and that of others in the group.
- To encourage intellectual judgement through response to stimulus and give pupils time to reflect on and talk about their work, making changes where necessary.
- To identify and exploit all suitable opportunities to develop Art and Design as an entitlement, and to recognise this subject in a broader context within our school.
- To provide classroom environments which are conducive to work in Art and Design.
- To recognise Art and Design as an integral part of any process.
- To teach children as well as giving experiences, thereby ensuring continuity and progression throughout the school.
- To encourage personal response to the wider implications of Art and Design in life and the environment.

4. **ENTITLEMENT**

All children will be taught the skills and knowledge as outlined in the National Curriculum for Art and Design.

In Key Stage 1, children will receive at least a minimum of 1 hour every fortnight of Art and Design, with the exception of the Early Years Department, who will implement Art and Design across the curriculum, as specified in the Foundation Stage.

In Key Stage 2, children will receive at least 1 hour per week of Art and Design.

5. **IMPLEMENTATION**

It is the responsibility of all teachers in Key Stage 1 to plan and supervise Art and Design. The teaching will be implemented by a timetabled member of the teaching staff or a teaching assistant.

In Year 3 the planning of Art and Design will be the responsibility of the class teacher; the teaching will be implemented by a timetabled member of the teaching staff or a teaching assistant.

In Year 4 the planning and teaching of Art and Design will be the responsibility of the class teacher.

In Year 5 the planning of Art and Design will be the responsibility of the class teacher. The teaching will be implemented by a member of the support staff or timetabled member of staff.

In Year 6, the Key Stage 2 Art and Design co-ordinator is responsible for the teaching of Art and Design supported by a member of the Year 6 teaching staff or teaching assistant.

Through implementing the Long Term Plans, all children will be observing, recording and expressing the natural and manufactured world through a variety of media. Children will be undertaking projects in Art and Design in both two and three-dimensional activities which encourage independent thoughts and actions, being involved in exercising choice and in problem solving. The children will be experiencing original works of Art and Design and discussing their value in a meaningful and appropriate manner.

Adults will need to employ suitable dialogue to support and value the work of the child, to enable them to grow in confidence and self-esteem. The sensitivity of the teaching staff is crucial in supporting and extending the child's learning. Careful and appropriate questioning can help the child to focus on the development of their work.

To use Art Express to indicate how art can contribute to essential aspects of children's personal development such as creativity, independence, judgement and self reflection.

To provide regular opportunities to learn about and explore other cultures, celebrating different cultural traditions.

ICT should be used to support the children's creative development through the use of computer programs, which encourage them to explore and experiment with pattern, shape, pictures and colour.

All children will be taught the safe and appropriate use of equipment and materials, and about hazards, risk and risk control.

6. **EQUAL OPPORTUNITIES**

We believe that all children are entitled to receive a broad and balanced curriculum and therefore we aim to create an atmosphere in our school where all the children feel secure, are motivated and experience success. We aim to develop self-respect, confidence, and respect and tolerance for others. To ensure this, staff will:

- differentiate work (by task or expected outcome)
- adapt their teaching style (delivery)
- provide additional supervision or support
- Use of special resources/learning aids according to the child's needs.

Staff can obtain advice about children's special needs and their requirements from the Special Needs register or the SENCO.

We aim to engender a positive attitude to Art and Design in all pupils regardless of gender, race or ability is a priority.

7. **ASSESSMENT, RECORDING AND REPORTING**

Assessment in Art and Design needs to focus on the child's development and not the end product itself. Children will build up a sketch book and 'portfolio' of work during the course of each school year; the sketchbook moves up with the child. Examples of work for each year group for top, middle and bottom are kept to assist teaching staff in ensuring standardization of assessment procedures in line with school policy.

The Key Stage 1 and 2 class teachers and the Key Stage 2 specialist Art and Design coordinator will keep long term and medium term plans that will record expected curricular coverage

An Art and Design planning folder is kept as a record and contains medium term plans for both Key Stages. Each Key Stage coordinator is responsible for a file, which contains the policy and long term plans, alongside other appropriate documentation.

'Art Express' provides a good model for assessment of learning and supports personalised learning through differentiation and reflection.

Parents will receive a graded report in December and a written report of their child's progress at the end of each year in Key Stage 1 and Key Stage 2. Parents also have opportunities to discuss these reports with the Art and Design specialist subject teacher at Parents' Evening twice yearly.

The Early Years Department will complete an on-going record of the child's creative development in line with the Foundation Stage.

8. **DISPLAY**

Displays are not simply decoration, but a resource for learning through which children will gain an awareness of their own work and that of their peers.

Children's work will be regularly displayed in order to celebrate achievement and to encourage care and respect for each other's work.

There is a display policy in place that outlines the nature and purpose of display in our school

9. **RESOURCES**

The main resources for Key Stage 1 are held in the resource cupboard in the DT room and are also divided among the class bases.

In Key Stage 1 and 2, each child will have a sketchbook which can be used for collecting visual information, whether in the form of drawing, annotated sketches, painting, notes, designs or secondary source material. Essentially, sketchbooks should be personal and exploratory. They should reflect the child's interest in their own experiences and discoveries. The sketchbook can provide a useful form of dialogue between the teacher and the child in recording the development of ideas and visual experiences. Key Stage 2 resources are held centrally in the Design and Technology room.

In Key Stage 1 and 2, there is a scheme of work in place – the units in Art Express exemplify good practice in teaching. The units build upon prior learning, progression and continuity are built into the scheme.

In Key Stage 2, children in Year 5 will be given the opportunity to attend lectures at the National Gallery to enrich their understanding and appreciation of the work and styles of other artists and craftspeople.

All resources are checked and monitored on a regular basis.

10. **BACKGROUND**

This policy was compiled with reference to current practice, course notes on writing a policy for Art and Design and the requirements of the National Curriculum for Art and Design.

Applies to:

Whole School including Early Years Foundation Stage (EYFS).

Related Policies:

Curriculum, Display, ICT Portfolio, Data Protection

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal bi-annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____