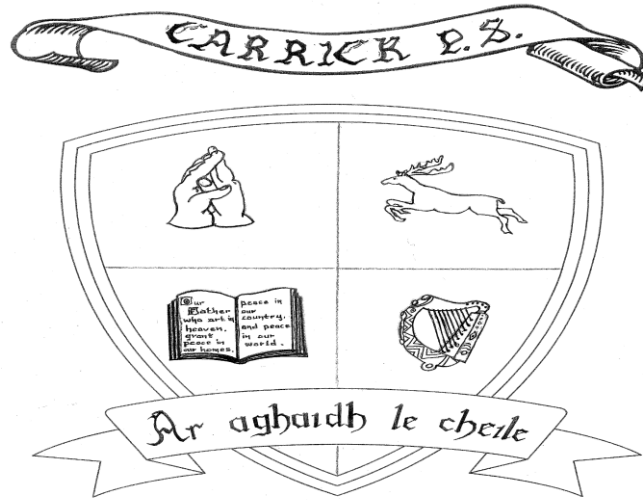


# Carrick Primary School



*Ar aghaidh le chéile: Forward Together*

## Art and Design Policy

September 2020

# Carrick Primary School

## Vision Statement

Forward Together: “Ar aghaigh le chéile”.

## Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in which to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and encourage parents to assist us in laying the important foundations for future learning.

## Aims

### **In our school we aim to:**

- Develop and strengthen each pupil’s understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- Create a safe, enjoyable learning environment in which effective learning is facilitated and quality teaching is provided;
- Implement all aspects of the Northern Ireland Curriculum;
- Help our pupils to develop a positive attitude towards life and a love of learning;
- Value, respect and nurture every child in our care;
- Encourage pupils to respect themselves and others and to support and care for one another;
- Equip our children with the necessary life skills to enable them to participate in a fast changing society;
- Endorse the United Nations’ Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention; and
- Involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

## **Art and Design Policy**

### **Rationale**

In our school we believe Art and Design provides many opportunities for developing creativity and enabling children to respond to the world around and within them. As a school we recognise the value of providing a wide range of experiences which will allow children to:

- think for themselves;
- respond to their individual feelings and emotions;
- develop and use their imagination;
- express their ideas, thoughts and feelings;
- solve problems; and
- become more aesthetically aware.

### **Aims of Art and Design in Carrick Primary School**

Through Art and Design we aim to:

- Promote self-esteem, confidence and enjoyment by communication in a range of ways in children's real, imagined and/or tactile world;
- Develop children's visual, spatial and tactile awareness through colour, tone, line and shape, form and space, texture and pattern;
- Develop skills using tools, materials and processes;
- Provide opportunities for pupils to evaluate and talk about their work and the work of others;
- Encourage imaginative and creative thinking;
- Develop observational skills through processes such as drawing;
- Create an awareness and appreciation of the children's environment and that of other cultures;
- Help children develop socially through collaborative working and help them to communicate their ideas (TSPC); and
- Provide equal opportunities for all pupils to reach their full potential – aesthetically, emotionally and socially (PDMU).

## **Art and Design across the Curriculum**

### **Foundation Stage**

Pupils will have the opportunity to:

- Observe and respond to things, handled, remembered and imagined and to investigate and talk about the colours, lines, shapes, textures and patterns;
- Look at, and respond to pieces of work by artists, designers, illustrators or craft workers;
- Explore and use a wide range of materials and processes;
- Create and develop ideas using colours, lines, shapes, textures and patterns; and
- Talk about their own and other pupils' work and how the work was made.

### **Key Stage One**

- Investigate and respond to direct sensory experience, including visual, verbal, spatial and tactile dimensions, memory and imagination;
- Look at and talk about resources and materials to stimulate their own ideas;
- Enjoy and appreciate the work of artists, designers and craft workers from their own and other cultures;
- Use what has been viewed as a starting point for their own work;
- Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas;
- Talk about their own and others' work and how it was made;
- Use observations to identify difficulties and suggest modifications; and
- Experiment with a range of media, materials, tools and processes such as drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction.

### **Key Stage Two**

- Engage with observing, investigating, and responding to first hand experience, memory and imagination;

- Collect, examine and select resource materials to use in the development of ideas;
- Look at and talk about the work of artists, designers and craft workers from their own and other' cultures;
- Appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making;
- Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas;
- Evaluate their own and others' work and discuss how it was made;
- Explain and share their ideas, discuss difficulties and review and modify work to find solutions; and
- Use a range of media, materials, tools and processes such as drawing, painting, printmaking, malleable materials, textiles and three dimensional constructions, selecting which is appropriate in order to realise personal ideas and intentions.

### **Celebration of Success**

It is important that the children's success in Art and Design is acknowledged appropriately. This will be achieved by:

- Displaying children's work in class and in other areas throughout the school, in the church and in the local community;
- All children will have the opportunity to have their work displayed;
- Children's work should be displayed as a 'Gallery' giving pupils the opportunity to evaluate what they have created; and
- Children will have the opportunity to enter Art and Design competitions locally and further afield.

### **Displays**

- Displays should enhance, excite, inform, stimulate and celebrate achievements throughout the year.
- Displays should demand engagement, individual effort, record learning and celebrate class achievements.
- Displays are for our pupils, parents, staff, Board of Governors and visitors.

- All displays should have labels which inform us about who did the work, what the work is about and where possible, how the work was created.
- Work should be displayed inside and outside the classroom, in all resource areas, also in the assembly hall and dining hall, with all children having the opportunity to have their work displayed. Work displayed should reflect learning that has taken place and current practice.
- Work of artists, designers and craft workers should be displayed for the children to enjoy and appreciate.
- Pupils' work should be displayed as a "Gallery" giving pupils the opportunity to evaluate what they have done.
- Photographs of progression of work is encouraged and photographs of the final creation are always very rewarding.

### **Planning**

Planning for Art and Design will take account of progression, differentiation and curriculum requirements. Thinking Skills and Personal Capabilities will be integrated into art planners to ensure that pupils:

- Think, solve problems and make decisions;
- Manage information;
- Are creative; and
- Work with others and self-manage.

Links will be made with other curricular areas where appropriate.

Long term planners outline the progression in creative skills. Work will be pitched appropriately so as to challenge and enhance learning, as pupils progress through each Key Stage.

### **Differentiation**

Teachers will consider the range of abilities which children have and will take this into account when planning tasks for the pupils and when reviewing the outcomes of these tasks.

### **Time Allocation**

An appropriate amount of time will be allocated to Art and Design so as to ensure that pupils participate in worthwhile experiences and can develop skills and concepts and can express their ideas in 2 and 3 dimensions.

## **Role of the Art and Design Co-ordinator**

Class teachers are ultimately responsible for Art and Design in their classes. They will receive ideas, advice and encouragement from the School's Art and Design Co-ordinator, or other sources of expertise on the staff or from outside agencies, in relation to the implementation of the Northern Ireland Curriculum.

## **Assessment for Learning**

Assessment within Art and Design will:

- Help in planning future work; and
- Improve the learning of pupils.

Continuous monitoring will be the basis for assessment in Art and Design. Comments on the children's Annual Reports should be based on both the processes and outcomes of the subject. Assessment will take account of pupil's abilities and will help the teacher to plan work which is well suited to the pupils' stages of development.

## **Self-Assessment**

Pupils will be provided with the opportunity to revise and reflect on what they have done and relate their work to that of others.

## **Management**

Teaching Strategies:

The strategies and methods in Art and Design will take account of:

- Number of pupils;
- Abilities of pupils;
- Nature of the activity;
- Groupings-whole class, groups, paired or individual;
- Classroom layout, movement of furniture to suit the activity;
- Available resources; and
- Safety.

In all Art and Design work, teachers will reflect the belief that:

“The greater the encouragement to express themselves freely through Art and Design, Drama and Music, the greater the likelihood there is that the children's individuality, imagination, and creativity will blossom” (NI Curriculum P.69).

## **Safety**

In the interests of safety:

- Pupils should work with purpose and consideration for others;
- Ensure materials/tools are stored safely and are neat, labelled and accessible to pupils;
- Equipment, which may cause injury or pose a health hazard, should be stored where pupils cannot access it, except when under correct supervision;
- Teachers should demonstrate the safe use and care of equipment;
- School staff should ensure that all areas are kept clean and tidy;
- Teachers should establish clear rules for the distribution and collection of materials; and
- Teachers should demonstrate how to handle materials and tools.

## **Resources**

Each classroom is equipped with a selection of Art and Design materials which includes:

- paints;
- crayons;
- pastels;
- chalk;
- colouring pencils;
- charcoal;
- clay;
- a range of coloured paper and coloured card;
- bordered paper;
- black card;
- felt tip pens;
- clay;
- polystyrene shapes;
- glitter;
- glue;
- craft materials;
- feathers, eyes and foil shapes; and
- paint brushes.



**Conclusion**

This Policy will be reviewed every two years, or sooner if required.

Signed: A Cassidy (Principal)

Signed: Mr G Murdock (Chairperson of Board of Governors)

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_