

Our Lady of Mount Carmel RC First School Academy.

Arts Policy

Introduction.

This document outlines Our Lady of Mount Carmel Catholic First School (Academy) commitment to the Arts. As Catholic educators we use the arts as a forum for celebrating and nurturing God given talents reflecting the Catholic Ethos of the school. This policy is intended to inform staff, governors and parents about the ways in which the Art is undertaken and developed through school. It was developed during the Summer Term of 2020 through consultation with teaching staff.

Definition.

There are many different strands which can be brought together under the umbrella term of Arts. Throughout this policy 'The Arts' will be defined as an arts experience that concerns any arts form including Art and Design, Design and Technology, Music, Drama, Dance, Creative Writing, Poetry and ICT. The arts involve people as audiences and as participants covering all styles and preferences in any spaces.

Arts Statement.

At Our Lady of Mount Carmel we believe that arts education is core to the development of the whole child. The role of the arts is vital: it is concerned with our creative and aesthetic response to the visual, tactile and auditory qualities of the world around us. It encompasses many aspects of a child's personality and offers enjoyment and recreation, intellectual and emotional satisfaction.

School Aim.

At Our Lady of Mount Carmel we have a commitment to providing all children with access to high quality arts experiences. This is achieved as part of and in addition to the curriculum in order to ensure a full and rounded education. Our aims in teaching art are that all children learn to:

- Experience a broad, balanced and progressive curriculum appropriate to their individual needs
- Be able to express ideas, moods and feelings by responding to ideas, methods and approaches used by artists from different times and places.
- Have opportunities to design and complete artworks in a range of art forms.
- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works.

- Develop their skills in selecting and using appropriate materials and resources.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss and evaluate their own work as it progresses using appropriate vocabulary.
- Be provided with opportunities to work with, observe and learn from visits to/visiting artists.
- Be given a wide range of opportunities to perform/exhibit work within the school and in the wider community
- Be given the opportunity to benefit from out of hours learning activities in the arts.
- Experience the learning opportunities between the performing and visual arts, with other areas of the curriculum.
- Enjoy working practically in groups, individually and as a class.
- Develop self-esteem, confidence and maturity through participation in the arts.

The National Curriculum.

The National Curriculum prescribes that at 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 their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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.
- About great artists, architects and designers in history.

The subject leader.

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

Evidence will be kept from year to year in a sketch book. Art can also be evidenced in other subject exercise books.

The subject leader will offer support to colleagues and share their expertise and experience.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.


Subject Planning.

Subject Co-ordinators are responsible for the long- and medium-term planning within the areas of Art and Design, Music, Dance (P.E Co-ordinator) and Drama (Literacy Co-ordinator). Each year group is responsible for its short-term planning. In KS1 and KS2 the art curriculum is delivered through the International Primary Curriculum (IPC) Units that the Year Teachers decide to cover. These units are designed to give the children an all rounded experience of the arts through accessing different artists, genres, styles and mediums. Teachers are also encouraged to bring their own skills and knowledge into their teaching and can plan lessons in addition to those on the IPC curriculum where they feel suitable.

Commented [MW1]: We don't follow IPC strictly anymore - I would use term 'topic' based learning here.

Progression:




**ART AND DESIGN CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION**

YEAR	SKETCHING & DRAWING	PAINTING	3D SCULPTURES & ART TECHNIQUE	PRINTING	APPRECIATION OF ARTISTS	DEVELOPING IDEAS THROUGH I.T.	PROGRESSION
4	TO OUTLINE, SKETCH AND SHADE IN DIFFERENT WAYS USING LINE, TONE, SHAPE TO SHOW MOVEMENT	TO CREATE PAINTINGS WITH BACKGROUND, FOREGROUND & MIDDLE GROUND TO WORK IN MONOCHROME (SHADES)	TO PLAN & DESIGN LARGE GROUP SCULPTURES eg, ROBOTS, ANIMALS, TOTEM POLES	TO CREATE TEXTURE BLOCKS TO PRODUCE DIFFERENT COLOURS AND PATTERNS	TO DISCUSS & DESCRIBE WELL-KNOWN ARCHITECTS ' WORK AND EXPLAIN HOW THEIR WORK IS SIMILAR/DIFFERENT eg, CHRISTOPHER WREN, GAUDI	INTEGRATE MY DIGITAL IMAGES INTO ART eg, CREATE A COLLAGE	SKILLS  KNOWLEDGE

		OF ONE COLOUR) TO TAKE RESPONSIBILITY FOR PREPARING, ORGANISING & CLEARING OWN PAINTING AREA					↑ UNDERSTANDING ↑
3	TO SKETCH AND SHADE IN DIFFERENT WAYS (DOTS, CROSS HATCHING, LINES) USING DIFFERENT MATERIALS EG PENCIL, PASTEL, CHARCOAL	TO MIX AND MATCH COLOURS FOR SPECIFIC PURPOSES eg, SKIN TONE, BACKGROUND S TO SELECT BRUSH SIZE DEPENDING ON TASK	TO USE DIFFERENT MATERIALS AND TECHNIQUES TO CREATE 3D ART WORK eg, QUILLING, KNITTING & WOOL CRAFT	TO MAKE AND PRINT CARD BLOCKS IN TWO COLOURS	EXPLAINING SIMILARITIES & DIFFERENCES BETWEEN DIFFERENT ARTISTS & HOW IT MAKES ME FEEL eg, AZTEC ARTWORK & ANDY WARHOL	TO CREATE MOVING IMAGES THROUGH SCRATCH/POINTERPOINT	
2	TO SKETCH DRAWINGS USING DIFFERENT MATERIALS eg, PASTEL & FELT TIP PEN	TO CONTROL PAINT AND WATER TO MIX PAINT OF DIFFERENT THICKNESSES. TO USE DIFFERENT SIZE PAINT BRUSHES TO CREATE LINES, DOTS AND DASHES WITH INCREASING ACCURACY	TO DESIGN & CREATE A WORKING MODEL USING JUNK MODELLING eg, MUSICAL INSTRUMENTS	CREATE A PRINTED PIECE OF ART BY PRESSING, ROLLING, RUBBING, STAMPING	BEGIN TO WORK IN RESPONSE TO, OR COPY THE STYLE OF DIFFERENT ARTISTS eg, PAUL KLEE, PIET MONDRIAN)	MANIPULATE SHAPES & OBJECTS TO CREATE ART	
1	TO CREATE DIFFERENT LINES AND SHAPES	TO USE DIFFERENT SIZE PAINT BRUSHES TO	TO CREATE RECOGNISABLE OBJECTS THROUGH	TO CREATE AND REPEAT PATTERNS IN PRINT	TO COMPARE WORK BY WELL-	TO USE AN IPAD TO TAKE A PHOTO AND	

	<p>INCLUDING DOTS, DASHES, SCRIBBLES, SWEEPING LINES, WAVY & STRAIGHT USING PENCIL, COLOURED PENCILS & WAX CRAYONS Animals Including Humans ATW80D Say Cheese Toys/Materials</p>	<p>DAB, SMOOTH, WASH, SPONGE, STIPPLE & STROKE TO MIX DIFFERENT COLOURS AND DESCRIBE HOW TO MAKE THEM</p> <p>Say Cheese My Little Garden</p>	<p>JUNK MODELLING eg, SHELTERS FOR THREE LITTLE PIGS & GREAT FIRE OF LONDON</p> <p>GfOL model making Three Little Pigs house building</p>	<p>USING DIFFERENT OBJECTS</p> <p>My Little Garden</p>	<p>KNOWN ARTISTS eg, PABLO PICASSO, VINCENT VAN GOGH, ANDY WARHOL Van Gogh – My Little Garden Lowry – Around the World in 80 days</p>	<p>MANIPULATE IT USING PAINT PROGRAM</p> <p>Picasso – Say Cheese</p>	
R		<p>TO HOLD A PAINT BRUSH CORRECTLY AND EXPERIMENT WITH DIFFERENT SIZE BRUSHES</p>	<p>TO USE A RANGE OF JUNK, FOUND AND NATURAL MATERIALS TO MAKE MODELS AND STRUCTURES</p>	<p>TO USE HANDS, SPONGES, FRUIT & VEGETABLES TO EXPLORE PRINTING</p>		<p>TO EXPLORE PAINT PROGRAM USING AN IPAD</p>	
	<p>DEVELOPING/APPLYING IDEAS USING A SKETCHBOOK TO RECORD HIS/HER OBSERVATIONS AND DEVELOP IDEAS</p>						

DESIGN TECHNOLOGY CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

YEAR	PLANNING	MEASURING	MAKING	EXPLAINING	EVALUATING	FOOD TECHNOLOGY	PROGRESSION
4	I can use ideas from other people when I am designing. I can produce a plan and explain it.	I can measure accurately using mathematical skills appropriate to my age	I can persevere and adapt my work when my original ideas do not work	I can evaluate and suggest improvements for my designs.	I can present a product in an interesting way. I can evaluate products for both their purpose and appearance	I know how to be both hygienic and safe when using food.	 skills
3	I can follow a step-by-step plan, choosing the right equipment and materials.	I can work accurately to measure, make cuts and make holes.	I can make a product which uses both electrical and mechanical components	I can prove that my design meets some set criteria. I can design a product and make sure that it looks attractive.	I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for given task.	I can describe how food ingredients come together.	 knowledge
2	I can think of an idea and plan what to do next.	I can measure materials to use in a model or structure	I can join materials and components in different ways.	I can explain what went well with my work.	I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen	I can describe the ingredients I am using.	 Understanding

					specific textiles.		
1	I can use my own ideas to make something. I can make a simple plan before making.	I can describe how something works and use simple measurements in construction	I can make a product which moves. I can make my model stronger	I can explain to someone else how I want to make my product.	I can choose appropriate resources and tools.	I can cut food safely.	

Monitoring and Evaluation

Each Subject Co-ordinator monitors and evaluates the provisions for their subject, this is a continuous and on-going process. Further information regarding monitoring and evaluation can be found about individual subject areas within their own subject policies. The overview for arts monitoring, evaluation and development is the responsibility of the Headteacher who is supported by the Art and Design Co-ordinator and the Music Co-ordinator.

Time Allocation.

In Foundation Stage, Key Stage 1 and Key Stage 2, a minimum of 15% curriculum time is allocated to the Arts.

On a weekly basis the following guidelines are followed:

Curriculum Area Time per week KS1 Time per week KS2

Art 1 hour 1 hour

Music 40 minutes 40 minutes

Dance 40 minutes 40 minutes

Drama Blocked

This is supplemented with cross-curricular arts opportunities in every National Curriculum subject.

Extra-Curricular Activities

Throughout the year children from all key stages are offered opportunities in extra-curricular activities within various arts forms. The following is a summary of the afterschool clubs which are run during the year.

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Activity Timings Year Group

Art Club Runs for one term Years 1 & 2 and one term for Years 3 & 4.

Music club runs each term for all school years.

School Based Productions and Performances (Christmas Plays, Stations of the Cross, Ugly Bug Ball, Reception Graduation, Leavers' Production)

Performances for and within Local Community (Harvest Community Celebration, MAC Showcase, Big Sing)

Wild Woods activities

Arts Resources

A wide range of resources are available throughout school to support the Arts. Each subject Co-ordinator ensures that resources are well stocked, replaced and updated within budget limitations, any specialised materials are ordered when necessary by individual teachers. Regular audits are carried out and resources purchased according to the priorities of the school.

All equipment and materials are clearly labelled.

Relevant books are available in the library for use by all staff.

Children have access to relevant computer software, CD ROMs and the Internet.

Visits to galleries and museums are undertaken where possible and appropriate.

Local and other environments will be visited where possible and appropriate.

Links with local artists and performers are being developed.

Displays.

The school promotes the displaying of artwork in classrooms and in the school's hall on an allocated display board. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

Arts Council.

The school are in the process of creating an arts council made up of children across all school years. The arts council will be responsible for ensuring art is continually improved in the school and the voice of the pupils in school is heard. They will hold assemblies, run art clubs during

lunch time and support the art exhibition at the end of each school year. The arts council will support fund raising for arts in the school by running competitions and organising a stall at the school summer and Christmas fetes.

Art and Design

Each classroom is equipped with a range of basic resources i.e. paints, brushes, glue. The Art resources area houses the more specialised equipment and is available for all staff to access at any time.

Music.

The music curriculum is defined by the programmes of study in the National Curriculum 2014. The content of the programmes of study is implemented through work provided by Music Express. The teaching of music in the Foundation Stage allows children to explore sound and the building of patterns of sound known as 'music.' Children in the Early Years classes have access to musical instruments and listening stations. They also explore music through dance, movement, story, role play and singing.

Dance

Various resources are available to support the teaching and learning of Dance. Each Year Group has their own sets of recordings which are used to accompany dance activities such as Time to Move. A full list of the available resources can be found in the school's P.E Policy.

Drama

The school is equipped with a hall where arts related activities take place. A wide range of resources are available for drama such as puppets, costumes, music and books which can be located in various parts of the school. There is a stage that is put up for all performances such as Key Stage productions.

ICT

All classrooms are equipped with interactive whiteboards and computers. The ICT suite houses computers and is used by all children. The school currently has a bank of iPads and Asus Mini-Tablets that the children can use

Health and Safety

All staff involved in arts activities which take place inside or outside school will adhere to the schools agreed Health and Safety Guidelines and activities are subject to risk assessments as necessary. Children are always expected to behave responsibly and sensibly to ensure the health and safety of themselves and others in their environment. Children are supervised at all times during activities.

HOME SCHOOL LINKS

Parental support for art is very important if progress is to be made.

Parents with art skills should be encouraged to assist in class lessons subject to school volunteering policy.

We should be allowing the parents to be part of the children's learning at all times. This should be achieved with a positive ethos allowing the children to demonstrate their skills and all achievements celebrated.

Homework may occasionally be used to support music through such tasks as:

1. Library/internet research into our art heritage
2. Undertaking art activities at home

REVIEW:

This is essentially a working document, and as such demands a commitment to ongoing evaluation and refinement. It will be fully reviewed by the Academic Year 2021.

Carole Wright.