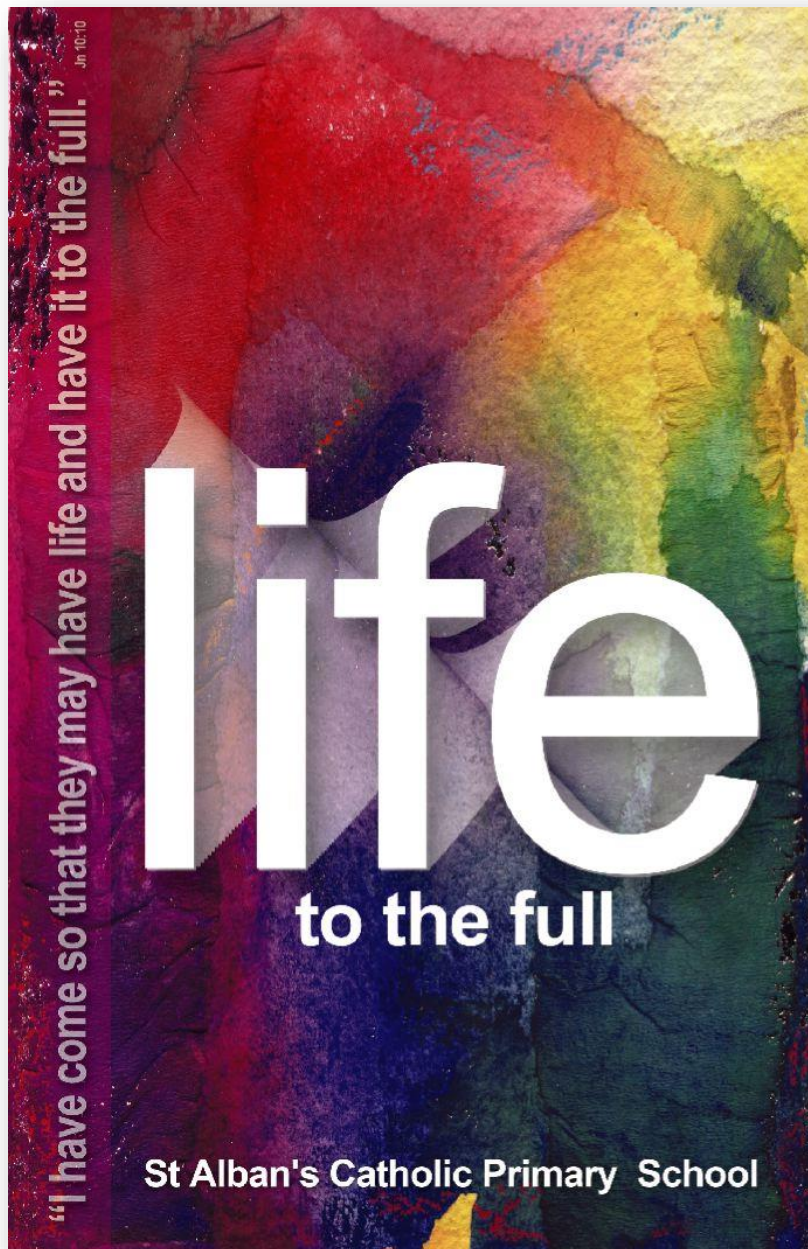


St Alban's Catholic Primary School



Art Policy

Mission Statement

*Jesus said, 'I have come so that they may have life
and have it to the full'. (John 10:10)*

We will strive towards this vision by:

- Offering a safe and welcoming environment for all;
- Leading the children to a deeper knowledge and understanding of the Catholic faith and fostering the growth of that faith in every member of the school community;
- Enveloping the school in prayer, making worship and liturgy inspiring and meaningful for all;
- Encouraging parents, with the parish community, to fulfil their responsibilities towards the spiritual development of their children especially in regard to the weekly celebration of Mass;
- Ensuring that all children are provided with a challenging and broad curriculum and are offered a wide variety of experiences;
- Expecting the highest standards of achievement and behaviour from all;
- Working in partnership with families to ensure each child reaches their potential.



Aims

Life to the Full

I found I could say things with colour and shapes that I couldn't say any other way – things I had no words for.

Georgia O'Keeffe

Here at St. Alban's, our mission statement is that we want every child to live life to the full, and our art curriculum is an important part of this. Through our art curriculum, we hope that children develop not only the skills to produce artworks, but also an appreciation of the creativity and artists that have enhanced life.

Our Curriculum

In each year group, children are exposed to a range of different artists, and topics involve an in depth look at their bodies of work. Artists are from a diverse range of countries and eras. Local artists and female artists also feature heavily, as well as artists who are still creating. Through these artists, children learn about a range of skills, techniques, styles and materials.

Key Stage 1

In Key Stage One, our focus is exposure to a wide range of materials, tools and techniques. We hope to give the children an introduction to a broad spectrum of skills and equipment, with the freedom to investigate them through well-chosen activities. While some of the activities result in a finished piece, the process is as important as the outcome.

Children in both year groups practice drawing and painting skills, collage, texture, print making and sculpture.

Work in key stage 1 is a solid basis for study in Key Stage two, ensuring that children are not experiencing materials and tools for the first time, and are ready to build up their skills.

Each term focusses on a different artist with a body of work that encompasses many techniques and media.

Key Stage 2

In Key Stage 2, children continue to learn new techniques through the study of an artist. Some strands continue through each year group, to develop skills in a structured way, building on previous learning. Our curriculum is split into four strands, drawing, working in colour, print and collage and sculpture.

Drawing

Children build up skills in toning and shading, technique, portrait and still life drawing and proportion and scale. Children are also introduced to using pens and charcoal as drawing tools. Across the Key Stage children all produce some form of drawn portrait. They also cover a wide range of both living and not living subjects for study, from architectural forms to insects.

Colour work

Across the four years, children experience different types of pastels and paints to produce colour pieces of artwork. The type of material is distributed throughout the key stage to ensure progression and also experience.

Printing and Collage

Children in Key Stage 2 alternate printing techniques and collage. In Year 3, children create a simple collage from large pieces, whereas in Year 5, children are expected to create a more complex collage using colour to create effects.

In Year 4, children create relief prints, whereas in year 6, children create a print using a collagraph.

Sculpture

Children use paper and clay to create different sculptures, with a range of precision, interpretation and size. . In year 3, children use clay to create simple tiles, by year five, they use embellishments and shaping.

In year 4, children crate a simple paper sculpture using wire, in year 6, children link papier mâché grotesques to their work on architecture.

ICT

Every year group has an element of using ICT to create art.

Ongoing curriculum development

While a full curriculum has been developed and is in use, we do adapt and change topics while retaining all of the skills and aims. We are aware of the need to provide a far reaching range of styles, ideas and artists and therefore, the curriculum is updated based on staff discussion and feedback.

Monitoring and Feedback

Pupil interviews take place to find out from children where challenges and most enjoyment lie within our curriculum. Lessons are observed and feedback and support given where appropriate.

Assessment is completed at the end of each topic, with a best fit overview of year group expectations completed at the end of the year.