

In St Michael's we believe that art, craft and design embody some of the highest forms of human creativity. 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 are encouraged to 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.

We are extremely privileged to have the talented Mrs Murphy deliver Art lessons to numerous year groups across our school. Children are encouraged to develop and share their talents by entering a vast amount of competitions throughout the year and having their finished pieces displayed across the community.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become skilful in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

(National Curriculum)

Early Years

During the Early Years, young children are given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children are encouraged to develop their own creative ideas.

Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

Key Stage 2

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

St Michael's school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.