

Art and Design Policy

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1. Curriculum Statement - Art

Intent

At St. Joseph's art is integrated in our curriculum for all our children. It enhances learning in every subject, as well as being a subject taught. It teaches children the ability to observe, investigate, respond to, and record the world around them in a variety of ways. Children learn to be creative and to express themselves. We plan opportunities for children to experience and create using a range of different processes, techniques and skills that develop in difficulty as they progress through school. They develop their knowledge of art and artists and understand that art and design have an important and meaningful place in our society, contributing to the culture and wealth of our nation. Children will be taught to appreciate the role of art, artists and crafts people and know that these are roles that they may wish to aspire to in the future. They will have the appropriate subject specific vocabulary to talk with others about their work and the skills they have used, as well as confidently being able to appreciate the work of other artists and crafts people.

Implementation

At St. Joseph's we follow the Kapow scheme of work which supports the National Curriculum's aims and objectives. The National Curriculum for art and design aims to ensure that all children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient 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.

Sequences of learning are planned and build upon prior knowledge, skills, and techniques in a progressive way. When possible, these sequences link with other learning but in a planned and structured way so that subject specific skills are taught across each key stage.

Children learn to use materials purposefully and understand how they behave, so that they can gradually begin to make informed and intuitive choices about developing their own work. It is our aim for them to be excited by the potential to be creative and know that through art they can invent and discover, to empower them to undertake their own explorations and ask questions about starting points for their ideas.

Children begin to record their ideas, experiments, and art processes, using sketchbooks. Although it is not an expectation of KS1, we begin getting children familiar with using them early on.

In KS1 children begin to use them regularly to show some experimental work and development of ideas. These books then move through school with the children into KS2. They help inform us of their development and progression but are also 'personal learning journeys' for the children. We want children to take pleasure in what they have created, to celebrate and evaluate their work and the work of others.

Impact

Art contributes to children's personal development in creativity, independence, judgement and self-reflection. It encourages children to develop a sense of ownership over their work and reflect on their experiences through evaluating their progress and development.

We aspire to ensure that art is included across each year group, within every topic of learning. Our planning provides a level of progression that supports and challenges our children, so that they develop lively, creative, enquiring minds and provides them with the skills and knowledge required to prepare them for successful, healthy lives in an ever-changing world.

We assess children as they work by talking to them about their ideas, techniques and feelings. This alongside experiments and investigations in their sketchbook and final pieces of work help us to build a picture of the skills acquired by each child.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art. The Art curriculum at St Joseph's contributes to children's personal development in creativity, independence, judgement and self-reflection. Children will achieve age related expectations in Art at the end of their cohort year.

2. Teaching and Learning

We follow the Kapow scheme of work which supports the National Curriculum's aims and objectives. The National Curriculum for art and design Children will experience an exciting and varied art curriculum which develops their knowledge and skills. This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within the immediate and wider local area. Critical abilities will be developed using the 'content, form, process and mood' approach to looking at art and by studying a range of different artists.

At St Joseph's each class will be taught 3 Art units throughout the year. These are reviewed and updated by the Art Subject leader according to the needs of the cohort. Each child will receive 6 hours of Art each term, on some occasions these lessons may be blocked together.

All children, across the school, will have the opportunity to develop:

- ideas and creativity,
- skills and mastery of processes
- knowledge of art (including that of artistic movements, specific artists and their techniques) and cultures.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrates the process of learning, practising and developing skills in art lessons. This will be supported by an art display which will be updated throughout the duration of each art topic. Identified links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide

- opportunities for self-assessment, consolidation, depth and target setting.
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

4. Planning and Resources

Using the Kapow scheme of work, the skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

This also takes account of the school's context, identifying places of interest and relevance in the immediate and wider locality and the use of members of the local and wider community with specialist skills. Curriculum mapping states how relevant cross curricular will be utilised in each unit of work.

Children will have access to resources for each art unit and be taught to use materials with safety and respect.

5. EYFS

From an early age, children are encouraged to represent their own ideas, thoughts, and feelings through art.

In EYFS, timely adult led questions will help promote and encourage curiosity about how materials behave and develop children's ability to talk about what they are creating as they do it.

Carefully planned play opportunities will develop skills in a broad range of techniques.

Adults will model and assist children as they experiment with exploring and manipulating different tools and media.

Pupils will have the opportunity to work spontaneously and work purposefully responding to colour, shape and material enjoying the act of creating and sustaining their concentration levels.

6. KS1 and KS2

Art will be taught across the year blocked according to the progression of skills. Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject. The key knowledge and skills for each unit of work, in each year group, are identified on the skills progression map in art.

7. Equal Opportunities

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

8. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All

children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

9. Role of the Subject Leader

The art and design lead will monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum. They will monitor and evaluate the effectiveness of art teaching and learning.

A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

10. Parents

We encourage and welcome all parents and carers to support and assist with whole school events and art projects, including visits to the immediate and local wider community that support the art curriculum. Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for workshops or a discussion about how to support and enrich art and design at St Joseph's. The school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose