

St Joseph and St Bede RC Primary School



Art & Design Policy

With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
**a better world, by
living life to the full.**

INTENT: What does our Art and Design curriculum intend to do?

Why do we teach Art and Design?

"Creativity is God's gift to us. Using our creativity is our gift back to God."

– Julia Cameron

Through their experience of Art and Design at St Joseph and St Bede, our children will be able to live out our Gospel Values and be provided with opportunities to Dream, Believe and Achieve in their learning.

Art allows us to communicate universally and so we provide our children with opportunities to be eloquent through their artwork. Visually, children will use their creative and artistic talents to express their identity and say things in a way that is truthful and memorable. Verbally, their growing artistic vocabulary will help them question and reflect on their thoughts, feelings and values, enabling them to develop a greater respect for the views and values of others.



By exploring the history of different artists and artwork, our children will become attentive and appreciative of artists' symbolism in telling a narrative of their time. They will become wise and learned as they explore and experience using different media, practising and applying techniques. Through a wide range of artistic experiences, our children will continue to develop their curiosity of God's world and actively develop their techniques and skills to become creative thinkers and problem solvers. They will use these skills and techniques intentionally and prophetically to explore their own ideas and values within their artwork.

Our children will be faith-filled in themselves and gain self-confidence as they explore different forms of expression, appreciate our diverse cultural heritage and gain a sense of personal identity. They will discern their decisions of how to use their artistic gifts and talents in a positive way they will be hopeful by having the courage to try new things and step into the unknown. Our children will be grateful for their artistic gifts and talents and show generosity in their practice by sharing their gifts with others. They will be able to show love and compassion not only through their work but also through the appreciation of each other's work.

What are our main aims in Art and Design?

Our DREAM is for greatness in our learning...

- To raise the aspirations of our children by providing memorable Art and Design learning experiences.
- To expand our children's artistic vocabulary and enable them to express ideas and opinions.

...to BELIEVE in our unique talents...

- To help our children gain a sense of their own identity and discover their strengths and talents.
- To enhance our children's confidence and self-esteem.

...to ACHIEVE a better world...

- To promote our children's mental health and well-being through self-expression.
- To celebrate the diversity of different cultures.
- To develop successful learners who enjoy learning, make progress and achieve.
- To develop confident individuals who are able to live safe, healthy and fulfilling lives.

What key skills will be explored within Art and Design?

Our children will be taught Art and Design in a way that ensures progression of skills and follows a sequence to build on previous learning. They will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

These skills are broken down into four areas that have been devised using the knowledge dimension of Bloom's revised taxonomy (2001) and National Society for Education in Art and Design's (NSEAD) progression framework. These areas are:

Making Skills (Procedural Knowledge)

- Drawing
- Painting
- Craft, design materials and techniques
- Knowing and applying the formal elements (Colour, form, line, pattern, shape, texture, tone)

Generating Ideas (Conceptual Knowledge)

- Sketchbooks
- Creating original artwork

Knowledge (Factual Knowledge)

- Artists, craftspeople and designers

Evaluation (Metacognitive Knowledge)

- Identifying similarities and differences to others' work
- Reflecting

How do we ensure progression of these skills in Art and Design?

Within each of the four areas, key skills and knowledge are organised into each key stage and children will master these skills over two years. This enables children to cover all progress objectives for their age group by the end of their key stage. The key concepts listed above underpin the learning in each milestone. This enables our children to reinforce and build upon prior learning, make connections and develop subject specific language. Further details of objectives for each key stage can be found in our Art and Design progression document.

IMPLEMENTATION: How is our Art and Design curriculum implemented?

How is the Art and Design curriculum organised?

At St Joseph and St Bede, our children follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. To ensure that our children cover all essential skills, we follow an Art and Design scheme from Kapow. This enables our children to experience progression of skills and covers all aspects of the Art and Design curriculum. We adapt each unit and lesson appropriately to correspond with other subjects being covered. By integrating our topics alongside our Art and Design skills, we aim to provide a vibrant curriculum experience with meaningful cross-curricular links.

The curriculum is delivered over a two-year cycle and each year group covers four Art and Design units each year. These units can be found in our whole school curriculum overview. This contains the objectives covered in each unit which coincide with each key stage's long-term plan. These objectives are then transferred to medium term plans to enable teachers to plan lessons effectively. Within the four units covered across each year, an 'Art and Design Skills' unit will be explored within the Autumn 1 term to introduce skills to the children and then a 'Formal Elements' unit will be explored in Summer 2 as part of Children's Art Week to ensure secure knowledge before progressing to the next year group.

How is Art and Design explored in the Early Years Foundation Stage (EYFS)?

We teach art in our nursery and reception classes as an integral part of the topic work covered during the year. Here, we relate the art aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Art contributes to a child's personal and social development. Patterns and design foster a child's mathematical ability and pictures and paintings can be linked to different cultures which increases a child's knowledge and understanding of the world.

How is Art and Design taught in Key Stage One and Two?

Art and Design is taught by class teachers. The sequencing of lessons is at the discretion of the class teacher and is dependent on the unit being covered. Some projects will be explored within themed weeks over the year, such as Children's Art Week, whereas other projects will be better suited to weekly lessons spread out across a half term. The teaching resources for each unit can be accessed online and will be adapted for use in lessons. A variety of these resources can be used in lessons to facilitate teaching and learning, including images and videos to aid skill demonstration.

Lessons will mostly be conducted in classrooms however classes also have access to our school art room which may be used for particular projects depending on the type of resources and equipment required. Use of this facility is to be negotiated amongst staff to ensure that resources are used responsibly and activities are conducted safely.

How are sketchbooks used in Art and Design?

Sketchbooks are used by all children from Year 1 to year 6 and they progress through the school with the children. Within their sketchbooks, our children practise, develop and refine their art skills and techniques, record inspiring images and research artists, craftspeople and designers. Within sketchbooks, each art unit is demarcated using knowledge organisers which children can refer back to as they explore Art and Design within this topic. Each knowledge organiser contains relevant information to support their learning which is presented in three categories: vital vocabulary, necessary knowledge and awe-inspiring artists.

How is Art and Design resourced?

Each Art and Design unit is resourced using materials and equipment that can be found in our school art room and its adjoining art resource cupboard. Resource lists can be accessed online and can also be found downloaded in the Art and Design subject area. This document informs staff of the quantity of materials and equipment required for each unit per class to enable projects to be resourced in advance. Equipment and materials that are required for particular projects can be taken from the main storage and stored in unit boxes whilst activities are conducted in classrooms but then will be returned to the art room and main resource cupboard so that they can then be accessed by other classes.

How will resources be used safely in Art and Design?

Health and safety rules will be discussed and recapped at the start of each lesson or as necessary. All children will be taught the appropriate and safe use of any materials and equipment. Materials and equipment which are not being used will be stored safely until required for lessons and will be returned by staff once they have been used. Any high-risk materials or equipment will be risk-assessed and will only be used in smaller groups with the guidance of support staff. Members of staff will clearly model the use of equipment and children will only be allowed to use the equipment once staff are comfortable that the child is able to use it safely.

What links are made in Art and Design to other areas of the curriculum?

English

Art and Design supports our teaching of English by encouraging children to write about artists and compare methods and approaches. Children have the opportunity to develop their speech and language skills which enables them to discuss the methods used by artists, to explain the reasoning for their methods, to allow them to develop and to reason about their personal opinions.

Mathematics

Art and Design contributes to the teaching of mathematics through observing patterns and processes. Our children have the opportunity to develop their understanding of shape, space and measure through their work.

Computing

Computing can be used to enhance our teaching of Art and Design. Our children can use a variety of different software to explore shape, colour and pattern. Children can also use the internet to conduct research about famous artists and their work. They will also use our online learning platform SeeSaw to upload aspects of their work.

PSHE

Our children are encouraged to articulate the emotions they feel when analysing the artwork of others and also express how they feel about their own. Through the common goal of making art, they learn to work effectively with others and build up good relationships. Art has an important role to play in the personal development of our children and it is vital in building their self-confidence.

Spiritual, Moral, Social and Cultural Development (SMSC)

We encourage children to reflect on the important effect that art has on people's moods, senses and quality of life. Children at St Joseph & St Bede RC Primary School have the opportunity to encounter art from many cultures and, through their growing knowledge and understanding, are encouraged to develop more positive attitudes towards other cultures and societies. Social development can be achieved through the way we expect the children to work with each other in group work and paired activities whilst studying Art and Design. Through this way of working, children can share their ideas and show respect for each other's ideas. They learn to acquire resilience and develop perseverance when learning new techniques and learn to value the opinions of others when discussing artwork.

SEND and Equal Opportunities

We teach art to all of our children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of our children and work in Art and Design considers the targets set for individual child in their Education, Health and Care Plan (EHCP) or Provision Map. All children should feel proud of their work and be given the opportunities to develop and refine their skills. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing artwork from different times and cultures and different artists from past and present.

What wider Art and Design opportunities and experiences are available to children?

We utilise the opportunities for exploring art through our links with Bury Art Museum & Sculpture Centre who run workshops on various topics. All children in Key Stage Two have the opportunity to visit the gallery each year to develop their appreciation of artwork and expose them to a wider range of artists, craftspeople and designers, including those who are local to the area. Through these learning opportunities we aim to provide children with a greater understanding of how galleries operate and widen their potential career opportunities.

Within school, additional extra-curricular Art and Design experiences, including Art Clubs run by class teachers. Within these, children have the opportunity to further develop their skills and nurture their mental health and wellbeing. Through this, children are also able to contribute to the displaying of artwork around the school and have autonomy over how their own work is showcased.

Each Summer Term, to celebrate the work that children have produced during Children's Art Week, we hold a gallery evening after school in which the children's work is displayed and can be viewed and appreciated by parents, carers and each other.

IMPACT: what progress will children make in Art and Design?

Our children value and enjoy the work that they do in Art and Design. They show an understanding of not just how to execute skills and techniques but how to justify the choices that they make within their work. Our children appreciate the value of Art and Design in relation to their own mental health and wellbeing and they understand how it can significantly influence their future career opportunities in a wide range of creative industries.

How is Art and Design assessed?

At the start of each Art and Design unit, children will complete a 'Check In' task in their sketchbook to assess prior knowledge and understanding of terminology, techniques and materials. This will consist of a short quiz with mixture of multiple choice and written answers for which they will receive a score. This task will then be repeated at the end of the unit as a 'Check Out' task, in which their score can be used as a comparison to see how their knowledge and understanding of terminology, techniques and materials has progressed over the unit.

Formative assessment will be completed each art lesson by teachers through observations, discussions with pupils and by looking at work that has been produced or how pupils have performed particular skills and techniques. This can then be used to make any necessary adjustments for pupils in the subsequent lessons. Self-assessment will be used in lessons as the children regularly evaluate their work. Children will also be encouraged to peer assess as they give feedback to each other.

Sketchbooks will contain a visual record of children's exploration of ideas and experimentation for teachers to assess and these will be supplemented with images of work that are uploaded to our online learning platform SeeSaw. On SeeSaw, teachers are able to assess uploaded work using the 'skills' function, whereby teachers can identify which National Curriculum objectives children have evidenced within their work.

Children's progress will be communicated to parents twice a year at scheduled parents evenings and their overall attainment will be reported on annually on their written reports.

How is Art and Design monitored?

The subject leader monitors the quality of teaching of Art and Design and the high standards of children's work in various different ways across the year, including:

- Reviewing uploads to SeeSaw and tracking objectives achieved.
- Dropping into Art and Design lessons with each class once per year to observe the quality of teaching and children's engagement.
- Reviewing Sketchbooks each term to check coverage of units.
- Conducting Pupil Voice Interviews termly to gain children's insight of Art and Design.
- Using termly online Staff Voice questionnaires to gain feedback regarding implementation.
- Preparing an annual summary report evaluating the impact of Art and Design throughout the year and suggesting actions for the following year.