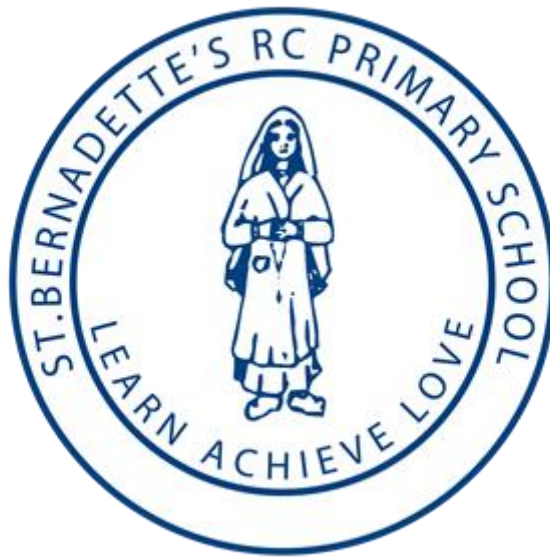


St. Bernadette's RC
Primary School



Art
Policy

*Together we Learn. Together we Achieve. Together
we grow in God's Love.*

Written: April 2023

Next Review: April 2025

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1. Subject Statement

INTENT

At St Bernadette's RC Primary School, we aim to provide all children with a broad and balanced curriculum which prepares them for life beyond primary education. We believe that high-quality Art lessons will engage and inspire children to think innovatively, develop creative procedural understanding and exercise their creativity and imagination. The children are taught to combine their art and design skills with knowledge and understanding in order to design and make a product that solve real and relevant problems within a variety of contexts, considering their own and others' needs wants and values. During art and design lessons, we teach children the language skills they will need to be effective communicators. We actively encourage our children to be critical thinkers, forward planners and effective problem solvers. We also teach our children to work on their own, as capable individuals, and as a valued member of a team. Resilience is an important element of our art, and whole school, curriculum and our children are encouraged to 'innovate' and take risks.

IMPLEMENTATION

Our curriculum has four strands that run throughout.

These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Keys skills are revisited again and again with increasing complexity, allowing children to build on their previous learning. The units are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

IMPACT

Our curriculum is designed in a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. We aim for our children to not only know facts and key information about art, but to be able to talk confidently about their own learning journey. By the time our children leave us, we aim that they will be equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at KS3 and beyond.

The expected impact of our scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and craft and design
- Be able to evaluate and analyse creative works using subject specific language
- Know about great artists and the historical and cultural development of their art

2. Teaching and Learning

We use a variety of teaching and learning styles in our Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities including use of Kagan Structures (collaborative learning).

At St Bernadette's we use the Kapow scheme of work which provides full curriculum coverage, developing pupils' skills & knowledge across the four key areas of drawing, painting & mixed media, Sculpture & 3D and Craft & Design. We have adapted the scheme to fit alternative themes and topics. 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.

3. Assessment

Teachers assess children's work in Art and Design by making assessments as they observe them working during lessons (AFL). The scheme offers guidance to support teachers in assessing pupils against the learning objectives. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve.

4.Planning

In all classes, children have a wide range of ability. Members of staff therefore use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Activities are planned using Art & Design Programmes of Study and follow the KAPOW scheme. The curriculum is delivered over a two-year cycle and each year group covers at least three Art and Design units each year. These units can be found in our whole school curriculum overview.

Our planning includes opportunities for:

- Children to work individually, in pairs or in larger groups
- First-hand experience
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- Evaluation of ideas and methods
- Children to see that their work is valued, celebrated and displayed around the school

5. Organisation

At St Bernadette's, 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.

6.The Foundation Stage

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum. However, elements can also be found running through all areas of learning. The curriculum lends itself to an integrated approach to learning, teachers plan quality learning opportunities for art using the Kapow Early Years Curriculum. Throughout the EYFS curriculum, there is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

The aim of Art and Design in the Early Years is not to create 30 identical pictures that do not allow pupils to express themselves, their feelings or explore artistic techniques (all fundamental parts of Development Matters and the EYFS curriculum). While it may sometimes be pertinent to create with a specific purpose in mind, this shouldn't make up the majority of Art in the Early Years classroom, and certainly not when a child is in Continuous Provision. Our aim in the Early Years setting at St Bernadette's is to incorporate skills when we observe that a child or group of children have shown a particular interest in a topic.

Statutory frame work for EYFS

Expressive Arts and Design (Creating with Materials) ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

7 National Curriculum

Subject Content

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 and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in 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.

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

8. Equal Opportunities (e.g. Gender, race)

At St Bernadette's we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

9. Inclusion (e.g. EAL/SEND/N/PPG/Provision for HA)

In school we aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves providing opportunities for SEND children to, with support, develop speech and language skills, as well as specific skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in Art and Design learning and practical activities to achieve the goals they have been set. Some children will require more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding.

Teachers will use the school's inclusion policy to ensure that a range of strategies are used which include and motivate all learners, ensuring that optimum progress is made throughout each part of the lesson.

10. Role of the Subject Leader

The Role of the Art Co-ordinator is to:

- Lead the development of art in school
- Provide guidance to individual members of staff
- Keep up to date with local and national developments in art and design and disseminate relevant information
- Review and monitor the success and progress of the planned units of work
- Evaluate the impact of Art and Design throughout the year and suggest actions for the following year
- Order stock linked to the planned units of work at the end of each term
- Be responsible for the organisation and maintenance of art resources
- Co-ordinate any display of art work

It is the responsibility of the subject leader to monitor the standards of children's work. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for art in the school. The subject leader will also audit resource annually and purchase equipment required. The subject leader will fulfil the task of reviewing samples of children's work, training, liaising with other subject leaders from other schools and organising art related activities such as an Art club.

11. Parents

Parental input is highly valued and parents are welcomed into school to share their own expertise with the children.

Appendix 1 (Resources)

Drawing:

- soft pencils
- charcoal
- pastels
- felt tips
- cartridge paper
- sugar paper

Painting:

- ready-mixed paint
- block paints
- water colours
- specialised paints
- coloured inks
- brushes
- palettes

Collage Material:

- range of papers/fabrics
- decorative items e.g. sequins, beads, ribbons
- pva glue/glue sticks/glue guns

Natural Resources:

- raffia

Printing:

- ink rollers
- inks
- polystyrene printing blocks

Weaving and Dyeing:

- fabrics
- braids
- string
- raffia
- decorative embellishments (sequins, beads, ribbons)

Sculpture & 3D work:

- clay
- mod-roc
- modelling boards
- tools