



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

Art & Design Policy

This is our school.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true

September 2023

Policy Date: September 2023

Policy Status: Statutory Policy

Awaiting approval by Governing

Body October 2023

Review Cycle: 18months or as required

Next Review Date: January 2025

At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**'Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.'**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

SAFEGUARDING STATEMENT

"Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".



Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel, and think through the use of colour, texture, form, pattern and materials and processes. Children become involved in shaping their environments through art and design activities and learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. All aspects of the Health and Safety Policy are adhered to in the teaching of Art and Design.

Intent

At Sacred Heart Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. We focus our teaching on the creative journey, rather than outcome, in order to build confident, independent artists who can articulate, take risks, think critically and value their own creative journeys. We build the Cultural Capital of our children by engaging with the local area, and using it as inspiration, making appropriate visits and using creatives to enhance the learning of our children.

The aims of Art and Design are:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To be engaged, inspired, and challenged.
- To develop creativity and imagination through a range of activities.
- To improve the children's ability to control materials, tools and techniques;
- To increase their awareness of the roles and purposes of art and design in different times and cultures;
- To gain the knowledge and skills to experiment, invent and create; To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people, and designers.

Implementation

Sacred Heart Primary School provides full coverage of the National Curriculum, following the programmes of study for each year group carefully. Early Years Foundation Stage - our children explore and use a variety of media and materials through a combination of child initiated and adult directed activities.

The children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, imagination, vocabulary and ability to communicate through the arts.

They 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.

KS1 and KS2 –

The teaching and implementation of the Art and Design Curriculum in KS1 and KS2 is based on the National Curriculum and skills taught are progressive and linked to cross-curricular themes and artists, designers and craft makers to ensure a well-structured approach.

Throughout the year children explore:

1. Traditional skills balanced with experimental work
2. Small and large scale work
3. Quiet reflective study balanced with active, dynamic work
4. Individual work and collaborative work
5. Two dimensional and 3 dimensional works
6. Study of historical “great” artists is balanced with contemporary artists.

At Sacred Heart, art and design is taught to every child in every year group, with opportunities of sketching woven into each lesson.

Each child in KS1 and KS2 uses their sketchbook to make initial sketches, develop skills, record ideas and develop opinions. The sketchbook is a place where they can freely express, create, develop and learn and it is at the centre of their own creativity. The sketchbook is incorporated within our creative curriculum and used to develop all the strands of the Art curriculum whilst recording the cultural experiences that our children gain from opportunities such as gallery tours and working alongside artists.

- Every child is given the opportunity to learn the skills of drawing, painting, printing, textiles, sculpture and digital art through the exploration of key artists, craft makers or designers and their work.
- Skills are planned to be revisited, giving the children the opportunity to extend their knowledge and practice in the context of a variety of artworks from a range of eras.
- Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific contexts.
- Opportunities for children to visit local art galleries and museums are planned for, as well as visits from local artists.

- Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.
- Opportunities to reflect and develop, including through the use of written and visual annotations in sketchbooks, and chances for self and peer-assessment are planned into each unit of study in KS1 and KS2.
- Effective CPD and moderation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.

Our Foundation Subject Assessment Tracker allows us to use data to inform future practice.

Impact

Teachers assess children's art and design work by making informal judgements during lessons.

Verbal feedback is given to children during the lesson to help guide their progress in art and they are encouraged to make judgements about how they can improve their own work or the work of their peers. By working closely with individual children, teachers understand the types of materials, techniques and ideas that each child responds to, and how they might be helped to explore those areas further.

At the end of each unit of work, an assessment is made for each child to show if they have reached age related expectations (ARE) for their year group or are working towards them. This data is analysed to inform and address any trends or gaps in attainment and work is quality assured by the subject lead against the school progression plan.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly.

Age related expectation levels are reported to parents at the end of the year.

'As pupils progress, they should 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.'

DFE, National Curriculum

Teaching and Learning

The 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 in the subject. We ensure that the act of investigating and making includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual/group activities. All children have their own sketchbook in which they can explore, review and adapt ideas. During the year children will have access to a specialist art teacher and will work collaboratively on projects in 2 or 3D and on different scales.

Teachers draw attention to good examples of individual efforts as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Planning

Art and design is a foundation subject in the National Curriculum. At Sacred Heart, we have planned a comprehensive breakdown of skills needed in all areas of the subject.

This planning and assessment overview defines four distinct progress objectives:

- **Generating ideas:** The skills of designing and developing ideas
- **Playing and Exploring:** The skills of making art, craft and design
- **Evaluating and Developing:** The skills of judgement and evaluation
- **Knowledge:** The knowledge of both technical process and cultural content

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term progression plan maps out the themes covered in each half term during the key stages. Our medium-term plans define what we will teach and ensure an appropriate balance and distribution of work across each half term.

We plan the activities in art and design so that they build upon prior learning. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Early Years

We relate the creative development of the children to the objectives set out in Development Matters, which underpins our curriculum. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other

visiting creatives.

Cross-curricular Links

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to evaluate and develop their ideas and work.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern and to collect visual information to help them develop their ideas by using digital media to record their observations. Children use the internet to find out about famous artists and designers. We also have a Virtual Learning room 'The Immersive Room' where children can experience a wide range of visual/audio stimuli as a starting point/progression in thought and ideas for their art and design.

Personal, social and health education (PSHE) and citizenship

The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other creatives whilst undertaking their work.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others in order to develop a respect for the abilities of other children and encourages them to collaborate and co-operate.

They also develop an understanding of different times and cultures through their work on artists, designers and crafts people.

Inclusion

We teach art and design to all children, whatever their ability as it forms part of our school curriculum policy to provide a broad and balanced education for all our children and so we provide suitable learning opportunities by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty and challenge
- Providing a range of challenges with different resources to extend or support
- Using additional adults to support the work of individual children or small groups.

Assessment

We assess the children's work in art and design whilst observing them working during lessons. At the end of a unit of work we make a judgement against the National Curriculum levels of attainment and then use this information to plan future work for each child. This also enables the teacher to make an assessment of progress for each child, which then informs part of the child's annual report to parents. We pass this information and from this year, we will pass sketchbooks on to the next teacher at the end of the year. The subject lead keeps evidence of the children's work to demonstrate what the expected levels of achievement are in art and design throughout the year.

Teachers meet regularly to review individual evidence of children's work against the National Curriculum requirements and exemplification materials. All children, from Year 1 –Year 6, have a sketchbook, which they can use to record knowledge, plan ideas and experiment with different media. Children can use their sketchbooks to evaluate and develop their work.

Resources

All our classrooms have a range of basic resources for frequent use. There is a wide range of specialist art resources that are stored centrally that teaching staff can access.

Monitoring

The subject lead monitors the standards of children's work and the quality of teaching whilst supporting colleagues in the teaching of techniques, informing staff about current developments, and providing a strategic lead for the subject in the school. The subject leader gives the head teacher and governors a summary report which evaluates strengths and weaknesses and indicates areas for further improvement.