



**CORPUS CHRISTI
CATHOLIC SCHOOL**

Art and Design Policy

September 2020

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI CATHOLIC SCHOOL

POLICY STATEMENT:

Date	Review Date	Subject Leader	Nominated Governor
September 2020	September 2021	Mrs. Catherine Kerr	Mr J Wood

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 different materials and processes. Children become involved in shaping their environments through art and design activities. They 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 on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

CURRICULUM AIMS AND OBJECTIVES:

Aims:

Our principal aim is to develop the children’s knowledge, skills and understanding. We ensure that children develop across these areas by:

- The act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities.
- Teachers draw attention to good examples of individual performance as models for the other children.
- Encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them.
- Give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales.
- Children also have the opportunity to use a wide range of materials and resources, including ICT.

Objectives:

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

- Produce creative work, explore their ideas and record 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 form.

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014

- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

ORGANISATION AND PLANNING

Strategies

Implementation of National Curriculum 2014

Art and Design is a foundation subject in the National Curriculum for 5- 11 year olds and our planning reflects the new curriculum requirements. Art projects are often related to the termly topics to give the children a more contextual understanding to the design problems. There are also stand alone lessons including the annual Christmas Crafts morning.

We carry out the curriculum planning in Art and Design using a long-term overview and medium-term planning maps. These map out the units covered in each term during the key stage and the key skills that need to be covered. The Art coordinator works this out in conjunction with teaching colleagues in each year group.

We plan the activities in Art and Design so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression, so that the children are increasingly challenged as they move through the school.

The Early Years Foundation Stage

Art and design is a foundation subject in the National Curriculum. We use a creative approach towards our curriculum planning in art and design, linking our class projects with the current topic, whilst ensuring progression of skills.

We encourage creative work in the foundation class, as this is part of the Early Years Foundation Stage Framework. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. 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.

Key Stage 1 and 2

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Key Stage 1 (Year 1 and 2)

Children are 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 (Year 3 to 6)

Children are taught:

- 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]
- to learn about great artists, architects and designers in history

The topic overview and skills progression are included with this policy along with the Key Skills to be completed across **both Key Stages 1 and 2**.

Contribution of art and design to Teaching in Other Curriculum Areas

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 say what they think and feel about them.

Mathematics

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

Personal, social and health education (PSHE) and citizenship

- Art and design contributes to the teaching of some elements of personal, social and health education 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 talented adults during 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. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

Computing

- Computing enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital tablets. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

Resources

Our school has a range of resources to support the teaching of art and design across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Design and Technology/Art school store. Audits are carried out regularly to monitor the resources, any shortfalls should be reported to the coordinator who will arrange for replenishment. The junior library contains a selection of art and design books.

Health and Safety

The general teaching requirements for health and safety apply in this subject. Children are taught how to follow proper procedures for using tools and equipment.

REMOTE LEARNING

Teachers in each year group will together develop contingency plans to deliver the Art curriculum to pupils if remote learning is required.

Contingency plans will operate on a mini-project basis which will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Be inclusive of SEND pupils and their families

DIFFERENTIATION

We recognise the fact that we have children of differing ability in all our classes, and 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:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group; • providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

ASSESSMENT FOR LEARNING

- Teachers assess children's work in art and design by making assessments as they observe them working during lessons. Each child has an art portfolio book where there work is catalogued. This book travels with the children, each year, throughout their schooling at Corpus Christi.

- The art and design subject leader keeps evidence of the selection of children's work at different ability levels, forwarded by class teachers, in an online portfolio (Seesaw). This demonstrates what the expected level of achievement is in art and design throughout each year in the school.

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the coordinator. The work of the coordinator also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design coordinator has allocated non-contact time in order to review evidence of the children's work and monitor and evaluate the quality of art and design teaching across school.

INCLUSION

We teach art and design to all children, with due regard to their ability. Art and design also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their Individual Education Plans (IEPs).

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs

- Academically More Able, Gifted and Talented Pupils
 - Key skills
-
- receive periodic training so that they are kept up to date with new information
 - receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Art and Design;
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Co-Headteachers and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;

- have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;
 - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'. (Amended from the 'Education Inspection Framework' (Ofsted 2019)
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- work closely with the curriculum leader, subject leaders and the link governor;
 - ensure compliance with the legal requirements of the National Curriculum;
 - consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
 - encourage parents to take an active role in curriculum development;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
 - annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils

- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

We ...	Evidence
Intent	have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by:
	provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:
	have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:
	ensure 'learners study the full curriculum 'specialising' only when necessary' by:
Implementation	ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;
	provide 'effective support for those teaching outside their main areas of expertise' by:
	ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:
	ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:
	ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:
	ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:

Impact	ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by:	
	'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by:	
	ensure 'teachers create an environment that allows the learner to focus on learning' by:	
	ensure ' the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	ensure 'learners are ready for the next stage of education, employment or training' by:	

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;

- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;

- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

Confirmation of policy:

Corpus Christi School

Subject Lead: *Mrs. Catherine Kerr*

Link Governor: Mr J Wood

Date to be reviewed: September 2021

Whole School Art Overview

Term	Year 1 Class 3 and 4	Year 2 Class 5 and 6	Year 3 Class 7 and 8	Year 4 Class 9 and 10	Year 5 Class 11 and 12	Year 6 Class 13 and 14
1A	Self-portraits Autumn artwork (leaf pressing and collages)	Christmas Crafts Day Activities Christmas Card Designs (for purchase)	Aboriginal Dot Painting Remembrance Poppies in Chalk Pastel	Mosaic Oliver Jeffers illustrations Christmas craft day Activities Christmas Card Designs (for purchase)	Colour theory- secondary colours Woven water colours Recreating Pre- Raphaelite paintings through photography Christmas Card Designs Victorian Christmas Crafts	Christmas Crafts Day Activities Christmas Card Designs (for purchase) Sketching Techniques
1B	Christmas Card Designs (for purchase) Christmas craft day Activities		Christmas craft day Activities Christmas Card Designs (for purchase) Pop Art Self Portraits			
2A	Sunflower picture inspired by Van Gogh. Bridge over a pond inspired by Monet	Tornado pictures using pastels L.S. Lowry Collage Work Wolf Pictures using shading 2B-3B	Blitz mixed media collage	Viking Shields	Egyptian Papyrus Paintings Drawn design for Egyptian necklace Mondrian paintings (Maths week)	Skill life and Sketching techniques
2B						
3A	Colours - primary/secondary colours, colour mixing. Concentric circles paintings inspired by Kandinsky	Seaside Paintings inspired by 'Cliffs' by Monet	Stone Age Chalk Pastel Paintings	Henri Rousseau Dulwich Picture Gallery Workshop	Vanishing Perspective Pictures Sketching form real life in the local environment	Week Art Project – Self portraits (Printing, ICT, Photography, Collage)
3B						