



Our Lady of the Rosary Catholic Primary School

Art Policy

2025-26

Rationale:

At Our Lady of the Rosary Catholic Primary School we believe that all pupils should be exposed to creativity consistently throughout their education. Teaching and learning of Art should engage, inspire and challenge pupils, equipping them with knowledge and skills to experiment, invent and create their own pieces of work through drawing, painting and sculpture. 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 both reflects and shapes our history and contributes to the culture, creativity and wealth of our nation.

A variety of opportunities should ensure that all pupils are able to experience a wide range of artistic opportunities; these should enable pupils to produce creative work. They will explore new ideas and record their experiences whilst becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. They will also evaluate and analyse creative works using the language of art, craft and design. The children will know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Vision:

Our vision is to inspire pupils' to express themselves through Art and provide children with the opportunities to work with different medias and convey their learning in a multitude of ways. Art encompasses all areas of a child's development, preparing them for school readiness and enhancing their educational journey. To achieve this, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the National Curriculum. Our ultimate goal is for children to leave school as creative and imaginative artists with a broad, in-depth understanding of famous artists, designers and craft makers.

Role of Art:

For Art, we use medium term planning to define the clear stages of understanding to ensure effective learning. Teachers use powerpoints to plan individual lessons to create depth in all children's understanding. We teach the knowledge, skills and understanding as set out in the National Curriculum. In EYFS, Art is embedded into provision by providing children with a range of multi-media opportunities and focus tables that are supported by an adult to reach a creative outcome. The Art co-ordinator scrutinises and monitors planning, making changes as and when necessary.

Aims:

- To have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.
- To become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns.
- To develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.
- To offer the chance for children to develop their emotional expression through Art to further enhance their personal, social and emotional development.

Foundation Stage

Basic skills are introduced in EYFS. Our youngest children will begin to develop their understanding of art and design through the exploration of a variety of materials, experimenting with colour, design, texture and form. Art is further related to the topics and interests taught throughout the year. Art makes a significant contribution to a child understanding their own creativity.

Progression and Continuity

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school. A variety of teaching methods are employed suited to the abilities and interests of the children.

Teachers will lead art with confidence to teach a clear progression of skills and knowledge. Collaborative planning lies at the heart of our curriculum implementation. We are committed to improving dialogue across phases; with colleagues working closely together to develop high quality units of work.

Art lessons develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how Art both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

Assessment and record keeping

We assess children's work in Art by making informal judgements as we observe children doing each Art lesson. On completion of their final product, the teacher evaluates the piece using the checklist of skills for that unit and supports each child to self-evaluate their work. Each child has their own sketch book which will travel with them through their school journey. This will help each child to see their own progress and be proud of their development.

Children will become more confident in analysing their work and giving their opinion on their own and other works of Art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

The Art coordinator keeps photographs of children's work and of the displays in classrooms and extracts of pupil voice. This helps to demonstrate what the expected level of achievement is in Art for each age group in the school.

Additional Educational Needs

We teach Art to all children whatever their ability. Art forms part of the school's curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their SEN plan.

We also recognise that in all cases there are children of widely different abilities in Art and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (not all children complete all tasks)
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Where possible, using classroom assistants to support children individually or in groups.

The contribution of Art to other subjects

Art has many cross-curricular links with other subjects across the curriculum. These are recognised and promoted by staff through planning and activities.

Resources

In school, we have a range of Art resources to achieve multi-media teaching. Staff are encouraged to enhance children's understanding by developing a range of techniques such as drawing, painting and sculpting. With the support of the coordinator, teachers source the required resources for each unit.

The role of the coordinator

The coordinator will be responsible for the following aspects of Art:

- Advising on resources and planning how the budget allocated to Art will be spent.
- Clarifying areas of uncertainty
- Monitoring the record keeping and assessment
- Monitoring the progress of Art teaching
- Preparing and updating documentation relevant to the teaching and learning of Art
- Organising and delivering relevant CPD

Monitoring and Evaluation

Monitoring and evaluation will be in line with the School Improvement Plan. The Art coordinator and Senior Leadership Team will monitor each pupil's progress and standards on an ongoing basis by:

- Monitoring teachers' planning
- Sampling children's work
- Feeding back information to inform future planning.