



Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	
Date	23.01.2025
Review Date	23.01.2027

(signed on hard copy)

POLICY INTENT

At St Joseph's Catholic Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creativity, to appreciate the value and beauty in God's natural world and to develop their own God-given creative talents.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists of all genders races and religions. The skills they acquire are applied to their cross-curricular topics; allowing children to use their art skills to reflect on and explore topics in greater depth. For example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

'By faith we understand that the universe was created by the word of God, so that what is seen was not made out of things that are visible.' **Hebrews 11:3**

AIMS

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

- Produce creative work, exploring their ideas and recording 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 forms.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for Art is **Mrs Annie Douglas**.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

A wide range of resources must be used during Art lessons to develop the children's mastery of Art and Design. Children must have the opportunity to explore a wide range of media and the ways in which it can be used in order for them to hone their skills and also develop a preference for a particular media. In doing

so children will be able to choose appropriate media for a wide variety of Art lessons taught in school. Quality prints of artist's work are also used to inspire children when studying a particular artist or skill.

CURRICULUM PROGRESSION THROUGH THE STAGES

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Key stage 1

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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 are 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 are taught:

1. to use sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. about great artists, architects and designers in history.

PLANNING AND SEQUENCING LEARNING

St Joseph's engages all learning styles using a variety of resources including Early Years Outcomes, National Curriculum Statutory Guidance, a Skills and Knowledge based curriculum and opportunities for Outdoor Learning and enhancement opportunities - which support teaching of the curriculum.

In ensuring high standards of teaching and learning in Art, we implement a curriculum that is progressive throughout the whole school. Art is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Joseph's, we ensure that Art has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain an appreciation, interpret meaning and understand how culture is reflected and expressed through Art.

There is a strong emphasis within our curriculum on building knowledge and understanding of Chorley and the local area so that our children have understanding and aspiration for who they are, where they come from and what they are able to achieve. At St. Joseph's, Art is taught using our own bespoke planning. We

follow a subject specific curriculum using Kapow; each subject is taught in termly blocks to allow for greater depth and enquiry in learning.

We create medium term plans, which we adapt to suit the needs of each learner. Teachers work together to share ideas and expertise in the delivery of their half-termly topic, leading to exciting outcomes and increased opportunities for expressing themselves creatively. Teachers identify the key knowledge and skills for each topic and consideration is given to ensure progression across topics throughout key stage year groups so that prior knowledge is built upon across school.

St Joseph's curriculum planning also offers opportunities for cross curricular links therefore Art skills and techniques become a part of an English or History lesson for example. Teachers will liaise with the art coordinator when planning art lessons to clarify ways in which a technique can be taught or discuss next steps to develop a particular skill in art.

EQUALITY

All pupils at St. Joseph's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. With this in mind, we purchase resources that promote: gender, SEND role models; are inclusive of different races; embrace different family groups; and show sensitivity to world religions. We ensure that we spend Pupil premium funding well in order to reduce disadvantage. We provide a broad and balanced curriculum for all our pupils. We are committed to creating a school in which the teaching and learning, achievements, attitudes and well-being of every pupil are valued.

We are very proud to be a Rights Respecting School, we uphold the United Convention on the Rights of the Child where children's voices are heard and our roles as duty bearers are adhered to.

ENRICHMENT AND MASTERY

At St Joseph's, we provide our pupils with opportunities to demonstrate mastery within Art in a variety of ways. Art ambassadors play an important role in the development of Art across the school. These children meet often to discuss Art lessons, Art in the outdoor area, Art days and opportunities to develop Art further. Children are also involved with display work in school, often discussing design ideas with teaching staff and helping to put together the display as a team.

EXPERIENCES THROUGH THE CURRICULUM

Maths – Printing using repeating patterns and geometric shapes in art lessons.

English – Using famous works of art to inspire 'big write' lessons.

Geography – Studying and recreating a variety of maps, flags of the world and various landscapes.

History – Looking at art through the ages, how it has changed and creating an artist timeline. A diverse look at artists throughout history.

PE – Using sport and observing the various action poses of themselves and their friends to assist with observational drawings.

DT – Through the design process, ideas will be drawn out initially and models created and decorated using individual creativity.

Music- Using different genres of music to inspire in art lessons. –.

RE – Studying and recreating works of religious art such as The Last Supper.

HOME SCHOOL LINKS

Pupils are encouraged to share artwork they do at home via class dojo to celebrate their creativity. Artwork completed in class will be proudly shared and celebrated via SeeSaw and on our school website. Art is celebrated by being put on display to share the children's creativity and individual expression.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Class teachers are responsible for the day to day assessment of Art using Insight. Termly data on Art progress is analysed by the Art lead.

MONITORING, REVIEW AND EVALUATION

Learning walks, lesson observation, pupil interviews and book scrutinies are carried out often to review and evaluate Art and the progression of skills across the school.

STAFF DEVELOPMENT

Staff have opportunities to develop CPD in Art via links with the Yarrow Schools Teaching Alliance in order to develop creative skills across school. Cluster training and network meetings are consistent for the Art lead to discuss and support all teaching staff across school.

GOVERNORS INVOLVEMENT

The link Governor for this subject is **Mrs Lesley Clarkson**.

Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

We intend to provide children at St Joseph's with engaging and motivating Art lessons, both inside and outside of the classroom, which will enable them to nurture and develop their love for the subject and the world in which they live in. We aim to give St. Joseph's children the best possible start to their school lives and beyond.

Reviewed by staff January 2025

This policy will be reviewed every two years