



St Kentigern's Catholic Primary School
"Treat others as you want to be treated"



Mission Statement

At St. Kentigern's Catholic Primary School, our mission is to provide a nurturing, faith-filled environment where children grow in their relationship with God, inspired by the Gospel values of Jesus Christ. We are committed to guiding each child in their spiritual, academic, and personal development, empowering them to live lives of kindness, integrity, and service, as they follow the examples of St. Kentigern and Christ's love for all.

Vision Statement

We envision St. Kentigern's Catholic Primary School as a vibrant community where children flourish in faith, hope, and love. Rooted in the teachings of the Gospel and guided by St. Kentigern, we aim to nurture all our children to become compassionate individuals who make a positive impact on the world around them. Our vision is to be a place where every child is valued, and together, we strive to build a future of justice, peace, and love for all.

Art & Design Policy

Art & Design Subject Leader: Mr Willis

Intent – Why do we teach what we teach?

The Art & Design aims set out in the National Curriculum seek for all children to be able to:

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; and
- know about great artist, craft makers and designers, and understand the historical and cultural development of their art forms.

At St. Kentigern's Catholic Primary School, we endeavour to develop children's appreciation of art and artists from a range of cultures, backgrounds and time periods. We seek to develop all children's enjoyment and passion for art while studying significant artists who also shared and communicated their passions through their creativity and artwork. Our aim is to develop the cultural awareness of learners through the subject of art as well as developing skills and knowledge of working with a range of different media.

Our ambitious curriculum aims to develop children's skills of drawing & sketching, colour, pattern, texture, sculpture, three-dimensional construction, printing and digital media. Artwork is linked into our Gospel values curriculum in order to make links with the children's artwork and other curriculum areas. We want to ensure all of our learners have the experience to find success through both their understanding of art and through their own artistic expression. Our curriculum is designed to immerse children in learning of the great diversity of artists and their artistic styles, allowing our children's cultural capital to grow; developing their awareness of art as a valued and necessary way to communicate, represent and express the beauty of creation and the relationships with other in life. It is a chance for enjoyment whilst learning about humans throughout time, from the earliest cave paintings, to modern artists still alive today, communicate their experience and understanding of God's world around them.

Statutory Requirements

Statutory requirements for the teaching and learning of Art & Design are laid out in the for Key Stage 2 in the National Curriculum 2014. Pupil provision is related to attainment, not age. All children will have exposure to the Curriculum of the Year group in which they are in, but may require the opportunity to secure and build upon learning where necessary.

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.

In Key Stage One (Year 1 and 2) 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.

In Key Stage Two (Years 3, 4, 5 and 6) 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
- about great artists, architects and designers in history.

Implementation – How do we teach what we teach?

Our Art & Design curriculum seeks to provide children with a broad understanding of what art is and what it means to be an artist. From their start in Reception, children become familiar with a range of tools, artists and media. Beginning in Year 1, children begin to develop greater mastery of their skills, which they continue to build on through to Year 6. Children complete a sketchbook, where they gather thoughts, ideas and understanding of the artists, art forms or genre/style they study. This is carried through school with them for children to develop and reflect upon as they progress with their artistic abilities.

In each year group, Art & Design is taught through discreet art lessons, linked to our Gospel values curriculum and connected with other areas of learning such as Science, History or P.S.H.E. At the heart of each topic is a great artist, designer or craftsperson whose artwork forms the centre of the learning. The artists' work and their unique significance are used as introduction for learning, before children develop their skills in a range of different media, drawing inspiration from both the style and on occasion from the messages behind an artist's creation. Each child creates their own work, drawing upon their learning and mastering their newly acquired techniques and knowledge.

All classes will have access to a very high-quality curriculum using a modified version of the Bloomsbury scheme of work and resources. This will progressively develop pupil skills in Art & Design through regularly taught and well-planned lessons. Art & Design will be taught discretely in order to ensure the quality of the skills being taught and the vocabulary being learnt, yet links will be made to support other areas of the curriculum and enhance children's engagement. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes. The overview will allow children to develop their skills in key Art & Design areas: these are painting, drawing and working with 3D materials.

The planning of different levels of challenge and which units to teach at each stage will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the subject they are learning.

Clear 'end points' for each unit ensure all children are progressing with their Art & Design learning and that appropriate skills are being taught. The curriculum overview of units and end points serves as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught in each year group, yet learning will be modified to consolidate skills to meet the needs of the children so that learning progresses at a pace which allows children to build their skills and confidence.

Units are standalone, yet skills progressively develop as the learners move into a new year group. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess children's attainment at the end of each unit, and then summatively at the end of the academic year.

In addition to following the lessons provided in the Art & Design scheme of work and resources, Art & Design assemblies will be held in Key Stage to raise the profile of this subject within the school.

Impact – How do we know what students have learnt and how well they have learnt it?

Art and Design is a subject which allows all children to showcase and express their understanding of the world around them. Throughout their primary school journey, the children's progress as artists is celebrated through their independent work; their journey as creators is followed through their sketchbooks, which highlights the development of their artistic skill with each passing topic. Teachers at St. Kentigern's have high expectations of our pupils to develop their cultural understanding and appreciation of art in all its wide-ranging styles. Our children progress with their knowledge of using technical and artistic vocabulary accurately and develop their reflective qualities about their own artwork and the creations of peers alike. The children at St. Kentigern's develop a modern understanding of who can be an artist and what art is, whilst developing the patience, resilience and other transferable life-long skills.

Pupils will continuously build on their previous knowledge as they progress in their Art & Design learning journey. Previous vocabulary and skills will be recycled, revised, recalled and consolidated whenever possible and appropriate. The overview of different topics and end points will allow pupils to achieve their learning goals and progress through each unit. They will know and will be able to articulate if they have or have not met their learning objectives and build up their folder of acquired learning and vocabulary from unit to unit.

Our children will progress with their knowledge of the process of designing, making and evaluating and use vocabulary, relevant to their learning. They will develop an understanding of the importance of planning and preparation, careful construction and then critical thinking and evaluation. This process aims to develop children who understand and develop a resilient attitude to the cycle of design, which will allow them to find success in later life.

Assessment and Reporting

Formative Assessment

Formative assessments are carried out in each lesson to ensure children are making progress. They enable the teacher to determine what each child has learned and what should be the next step in their learning. Staff will use their professional judgement through observation of children when working and using materials, looking at their work in lessons and assessing attainment of the learning objectives to decide what steps will be next on the child's learning journey and where support is required. An end of unit assessment is created to identify which children have found difficulty with the learning and comment upon the reasons this may be.

Summative Assessment

Termly summative judgements are made in relation as to whether pupils are working at age related expectations, towards age related expectations (entering) or if they are exceeding age-related expectations based upon the progress within each of the topic areas.

Monitoring and Progression

Monitoring

At least termly, the Art & Design Subject Leader will:

- Monitor children's Art & Design work/photos to check the whole-school approach to the teaching of Art & Design (as outlined in this policy) is being followed;
- Carry out learning walks to monitor learning environments;
- Conduct pupil voice sessions in which children will be given the opportunity to express their feelings towards learning Art & Design and showcase their learning and understanding of vocabulary. The Art & Design subject lead will use this opportunity to judge children's progress and attainment towards the end points in each year group in order to make recommendations to the teachers about which direction to progress next with the teaching of Art & Design.

Updates with Art & Design will be communicated with during staff meetings with all teaching staff so that staff can share the same, correct, consistent approach to delivering Art & Design and assessing Art & Design in line with the most recent guidance.

Following on from any monitoring that is carried out, feedback is provided to staff. Any areas that require improvement are discussed with staff, with support offered (where necessary) and steps for moving forward agreed.

Progression

Teachers use the school overview, the end points documentation and Bloomsbury, and other, resources to ensure lessons are planned to match the statutory requirements of the National Curriculum 2014.

Inclusion and Interventions

Inclusion

We aim to provide for all children so that they achieve as highly as possible in Art & Design, according to their individual abilities. Staff will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher attaining children are identified and suitable learning opportunities are provided in order to ensure adequate challenge and opportunities for progression.

Interventions

Intervention opportunities are identified through teacher assessment and these are noted on the end of unit assessment. Key areas of learning requiring further development and support are identified by the class teacher and the subject lead in order to identify the direction that key learning is to take. The subject lead will gather the teacher assessments and then will liaise with the Family Support Worker, who will carry out small intervention groups which focus on various fine-motor and equipment skills where children have found difficulty e.g. holding a paintbrush correctly, using equipment such as scissors etc.

Home/School links

Parent/carer – teacher dialogue and co-operation is encouraged at all stages of a child's school life, and in all aspects of the Art & Design curriculum.

Reporting to parents/carers:

Formal reporting to parents/carers of attainment, progress and targets takes place annually in the end of year report. Parents/carers are given the opportunity to discuss their child's report and progress by appointment, when necessary.

Teachers communicate frequently with parents and carers via the Class Dojo app; they can use this to share what the child is learning and the learning intentions each half-term are communicated.

The role of the parent/carer

Parents/carers can play a key role in their child's Art & Design development and progress by encouraging children to discuss their learning in class as well as by discussing the overviews shared with parents each half term. Resources are sent home to parents/carers to assist them in helping their child – for example, home learning tasks which support the learning and skills taught in each topic and documents such as vocabulary banks and knowledge organisers.

Equal Opportunities

All children are provided with equal access to the Art & Design curriculum, through suitable learning opportunities, regardless of gender, ethnicity, religion or home background.

Children with specific writing difficulties or physical disabilities are identified and supported through support programmes in school and, where necessary, external help is sought.

The Governing Body

The School Art & Design Governor (S. LLOYD) works closely with the Art & Design Subject Leader to monitor the subject. They meet frequently to:

- Discuss developments in Art & Design;
- Share key documents such as the annual Subject Improvement Plan;
- Share findings of learning walks, lesson visits, book scrutinies and any other moderations carried out, and discuss how the results of these will inform future practice and next steps in the subject.

Supported by the Subject Leader, the School Art & Design Governor writes reports to Governors, sharing any relevant Art & Design updates and detailing the impact and effectiveness of the current provision in school. Reports are shared with Governors in Full Governing Body meetings, providing all Governors with the opportunity to discuss, question and monitor the effectiveness of the teaching and learning of Art & Design.

This policy will be reviewed every two years or in the light of changes to legal requirements.

Policy written by: David Willis (Art & Design Subject Leader)

Date reviewed: December 2023

Next review date: December 2025