

# **St. Oswald's Catholic Primary School**

## **Art Policy**

### **2020/21**

**Written by: Mrs Hart – Art leader**

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**Love Jesus, Love Learning, Love Each Other.**

## St. Oswald's Catholic Primary School

### Art Policy – Intent, Implementation and Impact – 2020-21

#### Art Leader – Mrs Hart

#### INCLUSION STATEMENT

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

#### INTENT

At St. Oswald's school, all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects.

#### **Our intention for art at St. Oswald's is:**

- For all pupils to find enjoyment in art and creativity.
- For all pupils to hold a positive self-image and confidence.
- Our pupils should discover a sense of purpose and fulfilment in artistic expression.
- All pupils will appreciate a wide range of artists and art works.
- All pupils will have opportunities to experiment with a range of media.
- Pupils will use a range of materials and techniques competently.
- All pupils will develop their observation and description skills.
- They will express ideas and feelings through creative work and in both two and three dimensions.
- All pupils will value and respect their work and the work of others.
- They will discuss their work using appropriate vocabulary.
- They will learn about great artists, architects and designers in history.

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

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#### IMPLEMENT

#### **How we implement Art at St. Oswald's:**

We adhere to The National Curriculum and deliver units to ensure that our pupils access opportunities to achieve in these areas.

The National Curriculum prescribes that at Key Stage 1, pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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.

### **EYFS**

- ♣In the EYFS, pupils are given the opportunity to explore texture, colour, shape, form and space.
- ♣They develop their imagination and creativity and begin to investigate the qualities of materials and processes.
- ♣They begin to use colour and shape to express themselves.
- ♣They investigate the use of pattern and texture to represent ideas or emotions.

### **Key Stage 1**

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

- ♣At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.
- ♣They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

### **Key Stage 2**

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

- ♣Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.
- ♣Pupils learn to improve their use of tools and become confident in using a variety of techniques.
- ♣Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

### **Learning environment**

Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Teachers will make provision for varying learning styles to be utilised.

These include auditory, visual and kinaesthetic styles.

Planning for art and design is provided for in medium and long term plans term plans.

### **Assessment and recording**

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. There will also be some comments in workbooks with some next steps' marking.

At Key Stage 2, pupils are required to show their progression in their sketchbook.

Progression and achievement is tracked on Target Tracker against the statements and all pupils are updated termly.

Photographic records and some work may be kept until the end of the year.

Art is included in end of year reports.

### **The Subject Leader**

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within long and medium term plans.

They will monitor the quality of teaching and the standard of work produced through book scrutinise and pupil interviews.

The subject leader will offer support to colleagues and share their expertise and experience through CPD in staff meetings and directed time.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore

### **Resources**

Each classroom has basic art resources maintained by the subject leader and class teachers.

Learning resources, such as books and videos, to aid teaching are held in the art cupboard.

A budget for subject development is allocated each financial year.

### **Displays**

The school promotes the displaying of art work in classrooms. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

The following types of art displays are encouraged in the school:

- ♣ Stimulating displays arousing interest in a theme and encouraging discussion.
- ♣ Informative displays– informing pupils or reinforcing knowledge.
- ♣ Interactive displays–providing an opportunity for children to explore and examine sensory experiences.
- ♣ Finished work displays–allowing children significant pride in their achievement and establishing high standards.

Displays must be prepared appropriately. Old staples from previous displays must be removed and regard must be given to accessibility, labelling, composition, safety and the length of time the display is expected to be in place.

### **Health and safety**

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

Children are supervised at all times during activities.

Mod-roc (a plaster covered bandage) may be used to construct sculptures and casts (such as face masks).

The use of Mod-roc is always under strict adult supervision and skin is protected by using a barrier cream such as Vaseline.

A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

### **Equal opportunities**

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

Pupils with special educational needs and disabilities are assisted by classroom helpers during art lessons.

### **Contribution of art in the core curriculum**

English

♣ Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths

♣ Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing

♣ Computing is used to support art and design teaching. Children use computing software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE and C

♣ In art lessons children are taught to discuss how they feel about their own work and the work of others.

### **IMPACT**

- Children achieve very high standards in art;
- The vast majority of children achieve their year group expectations;
- The vast majority of children make 6 steps of progress each year;
- Children are resilient and relish opportunities to apply their art skills across the curriculum.
- Children have a, "Can do," attitude to art;

### **ART FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19**

#### **Intent:**

- ✓ to use online resources to plan an effective catch up for all of our pupils;
- ✓ to use pre-learning activities to ensure planning is matched to where individuals are at;
- ✓ to build the confidence, resilience and competence with art skills post lockdown;
- ✓ to ensure all pupils access resources;
- ✓ to ensure the language of art is maximised in lessons and across other subjects to enhance pupil confidence further;
- ✓ to identify gaps from 2019-20 and plan catch up opportunities to fill these gaps
- ✓ to ensure all of our pupils fulfil the expectations of the National Curriculum 2014.
- ✓ to use Seesaw to maintain the learning journey if the class goes into isolation.
- ✓ Monitor closely the progress and development of the vulnerable groups throughout the school.
- ✓ Identify individuals early who need additional intervention and support to continue to develop in their art learning.
- ✓ Form greater links between home and school through Seesaw so that parents develop a greater awareness of how they can support their child in art.

#### **Implementation:**

- Teachers will use online resources to support them with their teaching. These have clear progression and understanding.
- Teachers will plan in relevant opportunities to apply art across different areas of the curriculum making links with texts if possible.
- Termly reviews of Target Tracker statements based on observations and work completed will be carried out. Evidence will be on Seesaw and in the class work books if pupils are working in school.
- CPD for staff will support with knowledge and understanding of how to implement the curriculum coherently and effectively.

- Provision for home learning will take into account resources available to pupils and will ensure that no child is disadvantaged.

**Impact:**

- Children by the end of the year will have shown sufficient progress – it is difficult to define, “sufficient,” as the pandemic is ever-changing;
- The vast majority of pupils will be performing mostly within age-related expectations;
- Children will report that they enjoy art and can apply their skills carefully across the curriculum.
- Seesaw illustrates the confidence pupils have to apply their art skills.
- Pupils are resilient and can apply art skills in a wide variety of real life contexts.