

St. Oswald's Catholic Primary School Art Policy 2023/24

Written by: Mrs Hart – Art leader



St. Oswald's Catholic Primary School

Art Policy – Intent, Implementation and Impact – 2023-24

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.

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.

The school uses a variety of teaching and learning styles in art and design lessons. We have half termly focuses on art and design. Teachers encourage the children to apply their knowledge and understanding when creating pieces of art work. This is done through whole class teaching and individual/ group activities.

They have the opportunity to use a wide range of resources including ICT. Pupils are interactive throughout the lesson and not passive.

Work is recorded in a number of ways: Sketchbooks, photographs and videos, Seesaw, X formerly Twitter and observations so that lessons can be adapted and TAs deployed to support.

We encourage the children to use and apply their learning in everyday situations and contextualise the learning by making links with our Literary Curriculum and also topics in Science, History and Geography.

In all classes there are children of differing art and design ability. We recognise this fact and 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 – in some lessons through differentiated group work, and in other lessons by organising the children to work in pairs on creative activities. We use teaching

assistants to support some children and to ensure that work is matched to the needs of individuals. Teaching assistants are used to support and challenge. They work with a range of abilities and are not merely there for the SEN/D pupils.

We carry out the curriculum planning in art and design in three phases (long-term, medium-term and short-term). The National Curriculum programmes of study for teaching gives a detailed outline of what we teach in the long term, while our yearly teaching programme identifies the key objectives in art and design that we teach in each year. We have bespoke medium-term plans that are unique to our school.

Our medium-term art and design plans, are linked to the text based curriculum where possible.

Short term planning are teacher screens.

We teach art and design to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning differences. However, a pupil whose differences are severe or complex may need to be supported with an individual programme in the lesson.

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 sketchbooks.

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.

Sketchbooks start at Key Stage 1 and are to follow the child through school so that the child can retrieve and make links with prior learning.

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

Resources are purchased for each topic and given to the classes.

We have a central art cupboard with general art resources in for teachers to access. This is constantly replenished by the subject leader. Within this cupboard we have a safe with resources in that may pose a danger i.e hot glue guns. Only the Headteacher and Subject Leader can access this and items must be signed out and signed back in again.

Displays

The school promotes the displaying of art work in classrooms and around the wider school environment. 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 use this equipment under direct supervision.

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).

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, 5 steps of progress in year 1;
- Children are resilient and relish opportunities to apply their art skills across the curriculum.
- Children have a, "Can do," attitude to art;