St Joseph’s Catholic Primary School, Worcester

‘Following Jesus in all we do’



ART POLICY

Contact Details

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At St Joseph’s Catholic Primary School, we strive to deliver a high-quality and ambitious art and design curriculum which allows our pupils to recognise the significance of art in their everyday lives. We explicitly teach pupils the skills and knowledge they need to become more creative, expressive and resilient in their artistic ability. We want our development of the arts to continue embracing and enriching our Catholic mission where we ‘follow Jesus in all we do’. In a religious sense, a vocation is how God calls us to serve him. We understand that God gives us different gifts and talents and we want children to understand that the opportunities that we are giving them, and the skills they learn through art, could potentially lead them to determining how God is calling them and lead them towards their vocation. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

It is our intent for the art and design element of our school curriculum to allow pupils to become inspired by the art that they see around them. We provide opportunities for our pupils to express themselves artistically and to develop a lifelong passion for art and design. Teaching equips pupils with knowledge about artists and art movements and how these have influenced the art of today. Pupils are also taught making skills through formal elements of art and are encouraged to explore and develop their ideas when engaging in the making process. Areas of learning are revisited regularly as pupils progress through the school so that they are able to remember more, know more and understand more. We aim for our pupils to gain confidence and resilience in themselves as artists through the teaching of a stimulating and reflective curriculum.

**Aims**

• To develop knowledge and understanding of artists and art movements that have influenced the art of today

• To develop making skills in drawing, painting, craft and design

• To understand that art is a continuing process – children should be able to explore and experiment

 • To appreciate that art is individual and unique to each artist – recognise that every child is an artist and should be able to explore art freely

**Curriculum**

Pupils engage in a broad and balanced curriculum which takes account of abilities, aptitudes and physical, emotional and intellectual development. Through engaging with art and design, pupils acquire relevant knowledge, develop their skills and work with a variety of materials and media to support their understanding. Across KS1 and KS2 pupils explore a range of key concepts within each art unit. These key concepts are revisited as pupils progress through the school as this provides them with a deeper understanding. Units are carefully planned and sequenced in accordance with the Kapow Primary scheme of learning (more information below). Each unit is planned to provide pupils with a range of opportunities to develop their skills through exciting and engaging lessons. Second order concepts are also taught and applied within each unit of art and build progressively as pupils move through the school.

**Early Years**

Early Years explore art themes and content through the ‘Expressive Art and Design’ strand of the EYFS curriculum. Pupils use art to be creative and express themselves in different ways. Pupils are exposed to a range of art opportunities within continuous provision which allows them to develop control when using pencils, paint brushes and other implements. Pupils are also encouraged to create art work based on what they can see, as well as what they can imagine. They are assessed in the moment according to milestones within the Development Matters attainment targets.

Our EYFS Art and design scheme helps children to strengthen key skills and explore new techniques and ideas. The scheme links to relevant outcomes and the Early Learning Goals from the Development Matters (EYFS Statutory Framework) making it easy to ensure and evidence coverage. Created by EYFS and art specialists, the Kapow Primary play-based scheme follows a child-led approach to Art and design, with each lesson emphasising ‘process over outcome’. Lessons have flexible and easily-adaptable objectives and contain teacher prompts, assessment guidance and key vocabulary. Teachers can work and play alongside their Reception class as they explore a range of media and grow in confidence as artists and makers. The units follow four key areas that are carried through our scheme into KS1 and KS2: Drawing; Painting and mixed media; Sculpture and 3D; and Craft and design. Each Reception art unit provides opportunities for pupils to learn new skills, practise their fine motor skills and develop their vocabulary with subject-specific language.

**Key Stage 1**

During Key stage 1 pupils are exposed to the work of a range of artists, craft makers and designers. They will identify similarities and differences between different practices and techniques within their works. They will also learn relevant techniques of varying artists and will apply these within their own work. Pupils will develop their drawing, painting and sculpture techniques through the developing and sharing of ideas and experiences. Pupils will be exposed to a variety of materials and will use these in a creative way to design and make products. Pupils will also develop different aspects of formal elements of art such as colour, line, form and space.

**Key Stage 2**

During Key stage 2 pupils continue to explore a wide variety of artists and designers. Their knowledge and understanding of great artists will influence their work and will enable them to develop their technique as they recreate art in the style of a chosen artist. Pupils will also be aware of the different styles of art, craft and design and the techniques that are used to create them. Pupils continue to develop their skills in drawing, painting and sculpture, and they will experiment with a range of materials. They will become confident in their use of sketchbooks and will recognise them as a tool to review and refine ideas.

**Art curriculum planning**

At St Joseph’s Catholic Primary School we use the Kapow Primary scheme as a basis for art and design planning. The Art and Design scheme has been developed with the support of art experts of different backgrounds. The scheme ensures the full coverage of the National Curriculum through the teaching of the different units. The curriculum is focused around the areas of formal elements and exploring and developing ideas and follows a progressive scheme of work across the school. The scheme also provides teacher and pupil demonstration videos to ensure art skills are developed with expert support in classrooms.

Throughout the year, we explore different aspects of art and design and build pupils’ skills and knowledge in each aspect as they progress through the school.

* Generating ideas and using sketchbooks: taking inspiration from a range of artists
* Making: developing drawing, painting, printmaking, photography, mixed media, craft techniques and sculpture skills
* Formal elements: exploring colour, form, line, pattern, shape, texture and tone
* Knowledge of artists: discovering artists' work and techniques
* Evaluation: critiquing their own work and that of others

Key vocabulary is displayed interactively within a classroom, where subject specific words are referred to consistently throughout a theme. Knowledge organisers have been created to explicitly identify the key knowledge, skills and vocabulary pupils need to acquire within each art unit.

**Assessment and Recording**

At St Joseph’s, assessment is an integral part of the teaching process. Children record their learning in art sketchbooks – if work is created elsewhere, teachers will take photographs to record in books. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, however, we believe that sketchbooks are personal for the children and something they should be proud of so teachers will not be writing in sketchbooks. Children may provide feedback on their own work or work of their peers using sticky notes.

**Monitoring**

Monitoring takes place regularly through sampling children’s work, teacher planning, book scrutiny, learning walks and lesson visits.

**Roles and Responsibilities**

**Senior Leadership will:**

• actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the art leader) and acquiring resources.

**The Art Leader will:**

• advise and support staff in planning, teaching and learning of art;

• monitor teachers’ planning as part of on-going subject monitoring and evaluation of practice;

• use feedback from monitoring to develop an action plan for art with realistic and developmental targets;

• audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained;

• document and review the agreed ways of working through a written policy document and knowledge and skills progression;

• compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to;

• keep up to date on new developments in the use of art in the curriculum and inform staff;

• promote art throughout the school.

**The Class Teacher will:**

• be responsible for the planning and teaching of art as set out in this policy;

• use ‘Key Performance Indicators’ to inform teaching and learning as well as assess children’s understanding;

• follow the subject’s long-term plan and develop termly year group medium term plans;

• embed the art Knowledge and Skills Progression document within planning and quality first teaching;

Review Date: July 2026