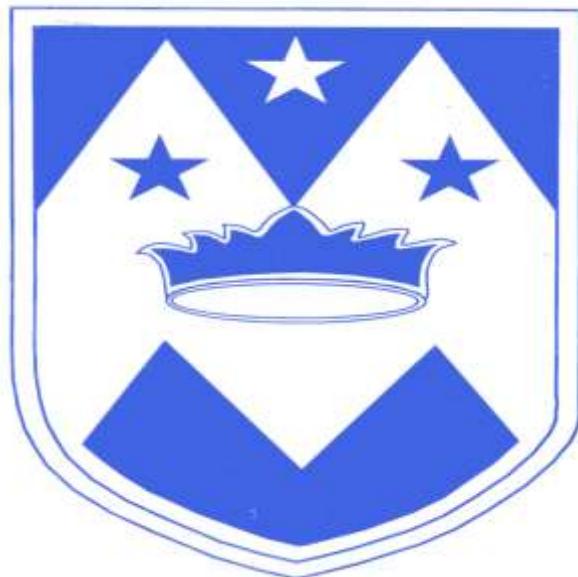


# St Marie's Catholic Primary School

## Art and Design Policy

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*'The Love of Christ, nurture, guide and inspire us.'*

<b>Approving Body</b>	Full Governors Committee Head/Leadership team	<b>Review Term:</b> <b>1yr/2yr/3yr</b>  Autumn  Spring  Summer
<b>Signature:</b>	Chair of the relevant body	<b>December 23</b>
<b>Review Date:</b>	<b>March 24</b>	<b>Version:</b> (applicable if changed within the review period, if no changes this would remain as version 1)

# MISSION STATEMENT



*'The Love of Christ, nurture, guide and inspire us.'*

## To do this we will:

- Be a Christian community that lives the Gospel values; 'Love of Christ' (Christ centred)
- Provide opportunities for all to grow and achieve by igniting a desire for learning; 'Guide and inspire' (Education)
- Be a haven of peace and love that enables all to thrive; 'Nurture' (Community)

## Objectives: Christ Centred

- Provide high quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Share faith, love and hope in the likeness of Mary, Mother of God
- Provide a safe harbour where all can succeed

## Objectives: Education

- Have high expectations of ourselves and others in all that we do
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
- Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

## Objectives: Community

- Create a peaceful, happy school where all feel welcomed and valued
- Nurture and grow our pupils and community in the Gospel values
- Celebrate each person as a beautiful work of art, created on God's image

## St Marie's Key Objectives and Priorities 2023/2024

Key Objectives and Priorities	Success Criteria
<p><b><i>Christ at the Centre</i></b></p> <p>1. Priority: Culture</p>	<ul style="list-style-type: none"> <li>✚ Ensure that staff and pupils are clear on whole school expectations, routines and behaviours</li> <li>✚ Pedagogy, policies and procedures are shared and implemented with fidelity</li> <li>✚ Relationships across the school community become strong</li> <li>✚ Staff seek every opportunity to promote learning within and beyond the school day</li> <li>✚ Pupils and staff have the tools needed to ensure resilience in their learning and wider lives</li> </ul>
<p>2. Priority: Aspiration</p>	<ul style="list-style-type: none"> <li>✚ School has unapologetically high aspiration for our children through a fully understood, common pedagogy</li> <li>✚ All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver</li> <li>✚ Percentage of children at greater depth standards is rapidly closing the gap with national</li> </ul>
<p>3. Priority: Resources</p>	<ul style="list-style-type: none"> <li>✚ The staff structure, skills and knowledge meet the needs of the school</li> <li>✚ ‘The curriculum’ is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps</li> <li>✚ All staff receive high quality assured CPD that improves learning for all pupils</li> </ul>
<p>4. Priority: Community</p>	<ul style="list-style-type: none"> <li>✚ Parents are well equipped to support children learning in school and at home</li> <li>✚ Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance</li> <li>✚ Our community is well involved in school life, e.g. Parent Council, FAF group etc</li> </ul>
<p>5. Priority: Environment</p>	<ul style="list-style-type: none"> <li>✚ The school building and grounds are a safe place to work and play</li> <li>✚ The buildings and classrooms promote our high aspirations</li> </ul>

## **Art and Design is a sacred subject**

Art is a spiritual encounter exposing the learner to a profound level of communication and expression which transcends the spoken word, it offers the artist and the observer the opportunity to transcend the here and now. Through artistic expression the learner is enabled to comment on profound social issues and spiritual experiences offering a window into God's divine creation. Art, incorporating a wide variety of craft and design embodies some of the highest forms of human creativity.

## **Rationale**

An effective Art and Design education provides and inspires children's personal expression, cultural understanding, creative and practical responses whilst also promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. Art and Design has the ability to engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Pupils are enabled to think creatively and critically through investigation and evaluation of a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional well-being of our society within both national and global contexts.

"A true artist is not one who is inspired, but one who inspires others." (Salvador Dali).

## **Vision**

At St Marie's Catholic Primary School, we are committed to providing a high-quality education for all of our pupils. We ensure all children have equal opportunities to access the whole curriculum, in a supportive and inclusive setting. We provide teaching which ensures learning is rich, stimulating and challenging and enables all children to reach their potential. We feel it is vital to nurture creativity and innovation through Art and Design by exploring the expressive world in which we all live and work. At St. Marie's School, Art and Design is delivered as part of a whole school approach that includes:

- Teaching as a discreet, timetabled subject
- Delivery as part of other curricular activities, making links wherever appropriate
- Engaging in extra-curricular activities such as clubs, class trips and visitors.

As a school we value and are dedicated to the teaching of Art and Design. We see this as a fundamental part of school life. We are committed to providing an 'Art Rich Curriculum' for our children. We believe that by developing this we can contribute to the quality of our children's lives both within and beyond school. We see Art and Design as a means to support learning in a range of

ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

Through the teaching of Art and Design, we focus on:

- Observing detail
- Sensitive, analytical and critical responses
- Increasing confidence
- Striving for high standards
- Raising self-esteem
- Imagination and creative expression
- Investigative techniques
- The opportunity to compare, contrast and appreciate different cultures.

## National Curriculum aims

### Foundation Stage

Art and Design in the Early Years is planned using the Development Matters framework and the Early Years Foundation Stage Framework. Art and Design can be linked to multiple areas of the EYFS, especially; Expressive Arts and Design and Physical Development.

Creative work in our Nursery and Reception classes are encouraged and take place every day through a combination of child and adult led activities. Activities are planned specifically to ensure a safe, well-resourced environment, which helps children to build on and develop their confidence and independence. A range of equipment, apparatus and stimuli is employed to encourage the development of specific key skills.

All maintained primary schools in England are required to follow the National Curriculum, which includes Art and Design as a compulsory subject at Key Stages 1 and 2. Below is what the programmes of study state should be taught at KS1 and KS2:

As a school we aim 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.

### 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 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.

## **Key Stage 2**

Pupils learn to develop 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:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

## **Teaching and Learning Overview**

At St. Marie's Catholic Primary School, we believe that every child is an artist. Art develops children's creativity, to make connection to their imagination and to develop their inventiveness. As a school, we aim to remove the inhibitions and fear of the children and encourage and foster their own unique and unquestionable creativity that they are born with. From EYFS up to KS2 our pupils will be given the opportunities to develop a wealth of knowledge, skills and concepts in order for them to express their own ideas and imagination. All children will be given the opportunity to experiment and create freely, developing their use of colour, texture, form, pattern, use of materials and processes throughout the art curriculum at St Marie's; strongly encouraging all pupils to use specific topic related vocabulary in their discussions. As a staff team, we believe that by enabling these outcomes we will be able to help our children fulfil their potential in Art and Design.

The over-arching aims for Art and Design:

- To deliver high quality, engaging and enriching lessons in Art and Design.
- To develop and consolidate skills and vocabulary taught across the school in Art and Design.
- To teach Art and Design through a variety of contexts, providing many cross-curricular opportunities with English, Maths, Science and the Foundation Curriculum.
- To teach about a range of famous artists and architectures; studying and recreating pieces inspired by their works.
- To develop and extend the knowledge of our pupils in understanding Art and Design.

- To provide opportunities to allow freedom and creativity in Art and Design.
- To ensure that all pupils are appropriately supported and challenged to make good progress in Art and Design.

At St Marie's School, it is our top priority that teachers are planning and delivering high-quality and engaging Art and Design lessons that enable the children to learn and acquire the knowledge and skills needed for progression. When planning, teachers ensure that each lesson is planned to cater the needs of the individuals in their provision incorporating a range of teaching and learning styles. Through taking this approach, teachers will provide opportunities for pupils to:

- Learn and apply a range of artistic skills and knowledge through practical experiences.
- Develop creativity and imagination through exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, and sculpture and other art, craft and design techniques, showing progression as they move up through the school.
- Improve children's ability to control materials, tools and techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Develop their research skills through the appropriate use of secondary sources to learn about great artists, craft makers, designers and architectures, understanding the historical and cultural developments of their art forms.
- Work collaboratively in pairs, groups and/or independently.
- Use a variety of mediums to showcase their artistic talents.
- Read and spell specific vocabulary and use it appropriately in the correct context.
- Utilise the outdoor learning environment to enrich artistic creativity.
- Ensure pride and ownership by displaying a piece of art work, by every child, around the school.

Our staff have high expectations of all children, irrespective of ability, and encourage them to be successful and achieve their full potential. Where Teaching Assistants are available, they are used to support individuals or groups within the class.

### **Resource Management**

Funding for Art and Design will be within the school budget plan for each financial year. There is a central Art and Design budget to cover the purchase of equipment such as tools, paint, pencils, consumable materials, sketch books and other resource materials. The Subject Lead will be responsible for ordering equipment and materials. It is the responsibility of each class teacher to

identify if any additional resources are needed in relation to their project ahead of time. Equipment and materials have been organised in the specific cupboard and it is the responsibility of each teacher to return any items used back to the cupboard in a tidy manner. Any shortages, breakages or losses should be reported immediately to the Art and Design subject leader.

### **Hygiene and Safety**

It is important that children are taught essential life skills to enable them to participate confidently and safely in Art and Design. Teachers have a duty to introduce children to a wide variety of techniques and the correct tools for a task. Children must complete art activities considering health and safety issues and consequences and must operate in a safe and hygienic manner when creating their work. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can create a piece of work in safety.

### **Assessing and tracking progress**

Assessment is built into the planning of the subject, both regularly in small steps and at the end of a unit of work. All class teachers are responsible for adapting plans, ensuring that they meet the individual needs of children. We built planned progression in to the curriculum so there is clear challenge for the children as they move through each year group in the school. Class teachers are responsible for highlighting the skills of children and assessing their progress.

They will:

- Identify the appropriate teaching and learning strategies required.
- Provide a balance and variety in the classroom-of content and organisational opportunities for pupils.
- Assess and plan for the specific needs of children within their own class whilst adhering to the progression laid out in this policy.

### **Feedback and marking (see schools separate marking policy for further guidance)**

Marking can take a variety of forms, this could include verbal feedback, peer and self-marking and ticks and positive comments. Next steps will usually be the next lesson, as teachers will have used the previous lesson to inform their planning. A comment made on the technique and or learning objective being achieved can be used to assess immediate understanding.

### **Quality of teaching, learning and assessment**

- SLT, the Art and Design lead and teachers, monitor pupils' progress together.
- Long term planning is carefully mapped out to ensure coverage of all strands of the Art and Design curriculum.
- Medium term plans are detailed and informative to support teachers.
- Art and Design to be taught every other half term on a weekly basis.
- The purpose of each activity is clear to both teachers and pupils.
- Planning and marking is thorough.