

English Martyrs' Catholic Primary School



Art and Design Policy

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

Intent

At English Martyrs' Catholic Primary School, we strive to be a caring, sharing and friendly school by treating every stakeholder as equals regardless of creed, background or social standing. Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish; meeting every child's potential and their needs. At English Martyrs' this includes meeting the needs of a very mixed community representing a broad range of socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our **Intent** for the core curriculum in Art and Design is to ensure that all pupils:

- ...have exciting opportunities for children to explore their artistic talents.
- ...have the cultural capital needed so that children are well placed for future artistic development.
- ...have experiences in using a variety of mediums to work with in order to embrace their creativity.
- ...experience using a variety of media including Digital Technologies, so that children can explore art.
- ...have opportunities to explore artists and their work through primary and secondary sources.
- ...have opportunities to create their own pieces of artwork and display these for the enjoyment of others.
- ...have opportunities to celebrate their artwork.
- ...acquire the skills they need to become artists in their own right.

Implementation

At English Martyrs' these intentions will be Implemented by:

EYFS Programme of Study - Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals: Creating with Materials:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Pupils in Key Stage 1:

- Using a range of materials creatively to design and make products.
- Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learning 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.

Pupils in Key Stage 2:

- Developing 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.
- Creating sketch books, including digital sketchbooks, to record their observations and use them to review and revisit ideas.
- Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.
- Learning about great artists, architects and designers in history.

Planning

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is taught throughout our school. All year groups have been given areas of study linked to the National Curriculum expectations. The Scheme of Work we use for Art and Design is Kapow Primary to ensure progression in learning and skills from Year 1 to Year 6 but class teachers have

flexibility to adapt the Scheme to allow for cross-curricular planning where this would create opportunities for learning provided that the outcomes for each unit in the Scheme of Work are met.

Knowledge and Skills in the Foundation Stage are planned through the objectives within the EYFS.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the knowledge and skills relating to the Art and Design curriculum for that year group throughout the year. Teachers will plan before the start of each new theme, and at this point highlight the knowledge and skills that will be covered.

Early Years Foundation Stage

Expressive Arts and Design is one of four specific areas within the seven areas of learning and development in the EYFS Curriculum 2021. Staff will plan activities and experiences throughout the year which allow children to access the statutory education programmes within the Early Years Framework. Staff recognise that EYFS progress is not linear and therefore themes will be readdressed many times, in different ways whilst learning in our Early Years Unit at English Martyrs'. Teaching staff will complete observations of children against our chosen assessment tool, Birth to Five Matters. The Early Learning Goals for Expressive Arts and Design are set out in the Early Years Statutory Framework and are the aim for all children finishing their Reception year. Teaching Staff in Key Stages will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning.

Equal Opportunities and Inclusion

Inclusion in Art and Design means that all children have access to and are given confidence in all areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved.
- Giving all the children an opportunity to share their work.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the need to extend more able pupils and refer them to the STEAM Curriculum Team so that they may then be guided to broaden their knowledge, skill and development.

Health and Safety

Children should be working in a safe environment, both in and out of the classroom. When using equipment such as hot wax and glue guns they should be supervised at all times. When conducting fieldwork, children should be properly supervised and should be made aware of any potential danger such as busy roads, litter or water hazards.

Staff Development

- The STEAM Curriculum Team will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the STEAM Curriculum Team.

Impact

The STEAM Curriculum Team will measure Impact of the implementations of the Art curriculum in collaboration with class teachers and SLT through:

Record Keeping, Assessment and Reporting

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils' achievements. The children will also produce work in sketchbooks which can be used for assessment purposes.

Formative and summative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities. This may be by way of questioning, feedback, plenary opportunities, peer review or group work (not an exhaustive list). It should be used to assess gaps in knowledge and skills and to identify children capable of deeper learning.

In addition, summative assessments should be used as appropriate at the end of each unit to ascertain gaps in knowledge and/or skills. These may take the form of quizzes, formal assessed work or knowledge tests.

Kapow Knowledge maps for each unit should be shared and the learning discussed with children and revisited every lesson to build on the previous learning and assessment grids should be used throughout and at the end of every unit of work to assess all pupils individually. The outcomes of the assessment should be used to plan for future work to ensure there are no gaps in knowledge and skills and/or to plan interventions for individual pupils.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings in the Autumn and Spring terms.

Monitoring

Teaching and Learning for Art and Design is monitored by the STEAM Curriculum Team. Evidence of work is required from each year group and a sample of work is collected and filed as evidence. Planning will also be moderated to ensure that the knowledge and skills are being covered and taught in a progressive way throughout the school.

Curriculum Team responsible: STEAM Team

Policy written: November 2022

Policy agreed by Governors: November 2022

Review Date November 2023 or sooner in light of new initiatives and developments.