

Art and Design Policy

St Patrick's Catholic Voluntary Academy



Approved by:	Headteacher	Date:
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Last reviewed on:	September 2024
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Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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1. Rational and Objectives

At St Patrick's Catholic Voluntary Academy, we recognise Art and Design as one of the key forms of human creativity which enables all children to develop and express their ideas. This document reflects St Patrick's Catholic Voluntary Academy's values and philosophy in relation to the teaching and learning of Art and Design. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Art and Design Content and Concept Organiser which states the intended learning and end points. This is used to create detailed medium-term plans and individual sessions.

Audience:

This document is intended for:

- All teaching staff and staff with classroom responsibilities.
- School governors.
- Parents
- LA Advisor/ Inspectors
- Inspection Teams.

Copies are provided for staff and governors, as well as published on the School Website.

Paper copies of all documents are available upon request from the School Office or from the Curriculum Lead.

2. Aims

Art and Design stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It is expected that during their time at St Patrick's Catholic Voluntary Academy children are given opportunities to explore and evaluate Artists, communicating what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We aim to provide a high-quality education in Art and Design which engages, inspires and challenges all children. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of Art and Design. It should encourage children to think critically and develop a more rigorous understanding of Art and Design, as we teach them about how Art and Design has shaped our history and contributes to the culture, creativity and wealth of our nation. The elements and techniques can be

combined and taught through the main processes of Art – drawing, 3D media, textiles, painting, collage, printing and digital media.

Our School aims for the Art and Design curriculum content to reflect that of the National Curriculum.

We aim for children to:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other Art and Design techniques.
- evaluate and analyse creative works using the language of Art and Design.
- know about great Artists, craft makers and Designers, and understand the historical and cultural development of their art forms.

We aim to;

- ensure that all children see themselves as an artist, no matter what age they are or what background they are from.
- enable children to make links between Art and Design and other subjects.
- make children aware of the many jobs relating to Art and Design and that they could have one of these jobs if they would like.
- ensure that children leaving Key Stage 2 are well equipped for secondary school with the Art and Design knowledge and skills that are required.
- encourage creative, critical thinking to analyse and articulate their own opinions on creative works using art and design language.
- encourage our children to be independent learners, as well as team-working skills.
- ensure that children are aware of the health and safety needed in Art and Design when applicable.
- ensure all children communicate their own ideas through drawing, painting, sculpture and other forms of art and design.
- ensure that children are taught artistic skills and techniques and then given the opportunity to creatively practice these to produce individual and group pieces of work.
- enable children to know and understand how art and design has been developed through centuries and how the most prominent artists have shaped our history.
- explore artists and architects who reflect the cultural diversity of our school community.
- give children the opportunity to further their knowledge through access to high quality books and visits to local artistic locations e.g. sculpture parks, galleries and museums.

- give the children the opportunity to express and communicate their individual interests, thoughts and ideas and contribute positively within and beyond our school community.

3. Health and Safety:

See Whole School Policy on Health and Safety.

The Class Teacher throughout the learning of Art and Design should deal with the Health and Safety issues accordingly. This may mean introducing key points at the beginning of a Unit of Work, or, where appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues are clearly stated on Medium Term Plans, as well as within each individual lesson and these should be reinforced with the Class Teacher at the discretion of the Class Teacher.

4. Progression:

In the Early Years, children experience Art and Design through 2 areas, within the specific area of Expressive Arts and Design, these are Creating with Materials and Being Imaginative and Expressive. The children in our Early Years 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 the children see, hear and participate in are carefully considered as this is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The children revisit with frequency, as repetition enables a deepening of their experiences, which are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning from the Early Years is built upon in Key Stage One where artistic techniques and concepts are introduced, and in Key Stage Two where understanding of concepts and techniques is deepened through further study and practical application. Previous learning and Artists are revisited before new learning occurs, to ensure misconceptions are addressed and that children are gaining a deeper understanding as they build upon their current knowledge. Learning is broken down into small steps to support this and reduce cognitive overload.

5. Content, delivery and curriculum organisation:

Planning and delivering the curriculum

Art and Design is taught at Saint Patrick's Catholic Voluntary Academy each alternate half term, on a weekly basis. The children also have additional opportunities to engage with art and design activities throughout the

school year. We celebrate effort, progress and achievement in art and design through displays, exhibitions and enrichment activities, such as trips and competitions

The Art and Design Subject lead, working with the Curriculum lead have ensured that the Art and Design sequence of learning has been carefully planned and sequenced from FS2 to Year 6, with understanding of how we are preparing our students for the next step in the learning, including Key Stage 3. We follow the National Curriculum 2014, which is divided into separate objectives for Key Stage 1 and Key Stage 2. These formed the basis as we carefully created a Content and Concept Organiser, staff understand the build-up and progression of learning. This informs the Art and Design Medium Term planning, created in conjunction with our resident Artist, the Art and Design Subject Lead and Quality assured by the Curriculum Lead.

We offer a structured and carefully planned sequence of learning to ensure that the children develop their knowledge of local and influential artists, designers and architects, with the opportunity to develop their interest and curiosity about art and design and how this has shaped our history, contributing to the culture, creativity and wealth of our nation.

Our curriculum has been created to ensure that the skills and knowledge taught meets and exceeds the aims of the national curriculum, where the children have the opportunity to ask questions and demonstrate their skills in a variety of ways as they explore the work of others. Children will record their ideas, developing their techniques and control of different media, becoming proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. printing.

Impact:

Through our bespoke, carefully planned and implemented Art and Design curriculum, teachers and children will enjoy Art and Design, holding high expectations and producing quality work, speaking confidently.

Children will understand the contribution and significance of great and influential art movements and artists. They will become more confident in analysing their work and giving their opinion on their own and other works of art, using technical vocabulary accurately. They will be able to demonstrate their learning and development of skills, applying and experimenting with taught skills, applying them in experimental ways. Demonstrating a competence in improving their resilience and perseverance by continually evaluating and improving their work.

Art and Design is embraced by all those in our school, teachers and children and high-quality art work will be presented in a variety of ways, including exhibits throughout school, as well as creating and curating art exhibitions for our community. Children will be able to express themselves through Art and Design, developing in confidence, from the initial sketch book sketches, to the process to completed final piece

Teachers will use ongoing assessment to assess the children's knowledge, understanding and skills to inform future lessons and to ensure that children are supported and challenged appropriately.

The impact of learning will be assessed by the subject lead with the curriculum leader through a triangulation of activities, which include: lesson observations, planning scrutinies, book looks, pupil voice, staff voice and expected subject content and progression. Findings from the monitoring cycle will be used to identify next steps in the further development and refinement of our Art and Design curriculum.

6. Curriculum Enrichment:

Children's learning in Art and Design is further supported through the arrangement of a range of educational visits to sites outside of school, as well as where possible having local artists and architects in to speak to the children. We offer a yearly exhibition of all artwork produced, as well as sharing learning with our parents via Class Dojo and the School Website.

7. Classroom Organisation and Teaching Style:

Class Teachers are responsible for their own class organization and teaching style in relation to Art and Design, whilst at the same time ensuring these, complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways, with an emphasis on adaptive teaching. This may be:

- Individually
- In groups to support one another, to encourage co-operation and effective learning together.
- As a class, where introductions, modelling and discussions are appropriate.

8. Inclusion:

We are a fully inclusive school and activities are carefully planned and adapted according to the needs of our children. All children at St Patrick's Catholic Voluntary Academy are given equal opportunities in Art and Design, regardless of their gender, academic ability, Special Educational Need, social, cultural and linguistic background. All children participate in Art and Design activities and experiences. Adaptive teaching is used to

provide support and scaffold for children who may need this, as well as to stretch and challenge children. Wherever possible, suitable tools are provided after consultation with and Outside Agency e.g. Occupational Therapists and or Fusion advisors. To enable tasks to be adapted so that all children can participate with barriers to learning removed.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively, use and apply their Artistic talents for the good of the class or the wider community.

9. Gifted and Talented:

The words “gifted” and “talented” can be used in many different ways. The Department for Education and Skills uses the following definitions:

Gifted: the top 5%-10% of pupils per school measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

Talented: the top 5%-10% of pupils per school measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasized: it is the top 5%-10% of pupils, *per school, regardless of the overall ability profile of the pupils.*

How to identify the More Able in Art and Design:

Parent and Pupil Feedback: a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

Teacher identification: teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

What support should More Able children be given?

Once the More Able children have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support.

Enrichment: when children are encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

Extension: when children are given activities that develop higher order thinking skills and work practices. Extension activities help children to work with greater autonomy and self-discipline.

10. Records and Assessment

Children record their work in an individual Art and Design Sketch book, and photographs are used in PicCollages and in SeeSaw to show what has been done, if the lesson has been more practical or to capture end pieces. Medium term plans have a dedicated 'wow' moments section, for anything a child has said or done that has stood out as part of the art and design unit.

Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within school. We assess the children's work in Art and Design by making informal judgements as we observe the children during lessons. Work is adapted as appropriate and children are provided with feedback which allows them to focus on the next steps in their learning. This will be done verbally or in the form of post it notes, this gives teachers the opportunity to write a comment or target without writing on, or making changes to the child's artwork. Children are also given the opportunity to reflect on their own experiences and creations in Art and Design.

Evidence of work should be retained as a working record for the children. In Key Stage 1 and Key Stage 2, this should be in the form of an Art Sketch Book. The Art and Design subject leader keeps evidence of the children's work across the school in a Subject Leader file. This demonstrates what the expected level of achievement is in Art and Design in each year of the school.

11. Roles and responsibilities

11.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the headteacher.

11.2 The headteacher

The headteacher is responsible for ensuring that Art and Design is taught consistently across the school.

11.3 Staff

Staff are responsible for:

- › Delivering Art and Design in a creative and inspiring way
- › Monitoring progress
- › Responding to the needs of individual pupils

The Role of the Art and Design Subject Leader

- Supports colleagues in their teaching by keeping them informed about current developments in the subject.
- Provide a summary of the children's work and observe Art and Design lessons across the school.
- Plan CPD for staff.
- Monitor provision of the curriculum and resources across the whole school.
- Monitor the progress pupils have made pre and post teaching through assessment activities, not just assessing against the intended end points.
- Provide adequate resources for all classes which are catalogued, stored and replenished as required.

11.4 Pupils

Pupils are expected to engage fully in Art and Design, through lessons which are both interesting and inspiring.

12. Monitoring arrangements:

The impact of Art and Design learning will be monitored by the Subject lead through a triangulation of activities, which include:

- lesson observations
- planning scrutinies
- book looks
- pupil voice
- staff voice
- expected subject content organisers and progression documents

13. Policy Monitoring and Review:

This policy is monitored by the Art and Design Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

14. Links with other policies

This policy links particularly to the following policies and procedures:

- SEND Policy.
- Art and Design Content and Concept Organiser.
- Health and Safety Policy

September 2024