

Our Lady's Catholic Primary School



**We aspire that through the love of Jesus everyone should
"have life and have it to the full."
Jn. 10v10**

**ART
POLICY**

Approved by Governors	
Last reviewed on:	September 2022
Next review date:	September 2024
Written by:	

Aims

1.1 Intent

At Our Lady's, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. At Our Lady's, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity.

1.2 Aims of Art at Our Lady's:

- To stimulate creativity and imagination through a range of visual, tactile and sensory activities.
- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To improve children's ability to control materials and tools and to develop a range of artistic techniques.
- To develop children's ability to communicate ideas, opinions and feelings about their own work and the work of others.
- To increase critical awareness of the roles and purposes of art and design in different times and cultures.
- To foster an enjoyment and appreciation of art and knowledge of a range of artists, crafts people and designers and understand the historical development of their art forms.

1.3 Outcomes of Art at Our Lady's:

- Children are able to use a range of materials to design and make products.
- Children are able to use drawing, painting and sculpture to share their ideas, experiences and imagination.
- Children create sketch books to record their observations and use them to review and revisit ideas and collect visual material to help them to develop their ideas.
- Children develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D.
- Children improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay).

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject.
- support and offer advice to colleagues on issues related to the subject.
- keep up to date with new initiatives.
- monitor pupil progress in that subject area, particularly at the end of each key stage.
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, and that progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

Our curriculum at Our Lady's is divided into three terms: autumn, spring and summer.

At Our Lady's we follow the scheme Kapow which allows each year group to build upon existing knowledge and skills to ensure that these can be applied in all areas of the curriculum. In this respect, our curriculum allows for the accumulation of knowledge and skills, for the children to build on what they know and allow knowledge to enter the long-term

memory – making it stick! Where possible, the teaching of art is linked to each year group's theme. However, at times particular skills and techniques might be taught in isolation.

Our plans take the form of knowledge organisers, giving clear guidance on previous learning objectives (where relevant), future learning and opportunities for teaching new vocabulary. We then continue to follow Kapow scheme (Y1-Y6) which link to our themes (where possible) and promote clear progression.

4.2 Values

At Our Lady's our curriculum is underpinned by the values that we hold dear to our Catholic faith. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

4.3 Extra-curricular Activities

At Our Lady's, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, such as art clubs, design clubs and props making clubs.

4.4 Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage.

4.5 Contribution to other subjects and areas

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and communication technology (ICT)

We use ICT to support art and design teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in Art at Key Stage 2. KS1 Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their

observations. Children use the internet to find out more about famous artists and designers. Interactive whiteboards are used across the school to aid teaching and learning.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Assessment

Continuous assessment for learning combined with an end of unit task e.g. recorded piece of work, whole class quiz or practical task, supports our final professional judgement.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader responsible for art and design. At every review, the policy will be shared with the full governing board.