



# The Holy Spirit Catholic Primary School

## ART AND DESIGN POLICY



2022 - 2023

**School Rules:** Ready - Respectful - Safe

**Inspirational Learning:** Love - Believe - Achieve - Thrive

**Curriculum Drivers:** Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Headteacher: Mrs Connolly

Subject Lead: Miss Winder

Chair of Governors: Mrs Keig

### **Review**

This policy will be reviewed in September 2024

Signed by:

Headteacher:

Subject Lead: Miss Winder

Chair of Governors:

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## **Introduction**

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Art and Design curriculum, ensuring that teaching and learning develops children morally, physically, and socially. All children will have the opportunity to undertake Art and Design throughout their time The Holy Spirit. The teaching of Art and Design is systematically planned to ensure a progression of knowledge and skills across the foundation and primary phases.

## **Aims (Intent)**

At The Holy Spirit, we value Art and Design as an essential element in each child's broad and balanced curriculum. The art curriculum provides children with vital artistic skills, the understanding of how to develop and extend these skills and opportunity to express individuality. Art is one of the highest forms of self-expression and at The Holy Spirit, we celebrate diversity and promote self-expression. During Art sessions we aim to 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. A rich exposure to different elements of art and a variety of artists will provide our children with a positive and enriching experience of art. This will enable our pupils to know more about art and artists, remember more about art and artists and finally do more of their own art inspired by the artists they have learnt about. 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.

## **These aims are achieved by providing:**

- Sessions that give children the opportunity to engage with, gain inspiration from and discuss great and famous artists.
- A systematic progression of drawing, painting, printing, sculpture, multi-media, collage and sketching.
- Opportunities to continuously practice and have a go at applying new skills
- Exposure to light, dark, colour, shade, tone, texture...
- The development of Art specific vocabulary and opportunities to share opinions and reflections.
- Motivating challenges and activities based around pieces of art
- The planning, preparation, creation and evaluation of meaningful pieces of artwork.

Our curriculum gives children the opportunity to build on their Art and Design skills, understand and use subject specific vocabulary, create, make and evaluate. Children will be given a wide exposure to the key aspects of Art and Design including, but not limited to, painting, drawing, sketching, printing and collage. Children are given opportunities to explore the work of great and famous artists from a variety of eras to draw inspiration and develop artistic understanding from.

## **Organisation (Implementation)**

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The skills and knowledge that children will develop during each term are mapped across each class in a two-year cycle and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. Links are made, where possible, to other curriculum areas, including history. A systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, collage and sculpture. The Holy Spirit take part yearly in the 'Halton Primary Arts Project' and a whole school art based exhibition is on display locally.

### **The Early Years Foundation Stage**

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.

### **Wider Opportunities**

Our school is part of the Halton Primary Arts Network. As part of this, we take part in an Art exhibition celebrating the artwork of our pupils annually. All classes collaborate to create a display of artwork which is displayed in the local community alongside other Primary Schools in the area. In addition to this, all children will attend an art gallery or Museum where art is displayed before leaving at the end of Key Stage 2.

### **Resources**

Art resources are located in the Art and Design cupboard and consist of a variety of materials and resources required to produce different art forms, from printing ink and boards to watercolours and charcoal pencils. High quality resources allow staff to teach skills well and provide children with an abundance of opportunities to practice using an assortment of subject specific artistic materials. To help enhance sessions, teachers will also use artist information of interactive whiteboards to support to introduction of new knowledge and skills. Children are encouraged to trail techniques; this is seen in their sketch books.

### **Inclusion**

In order to ensure that all children are included in art and design sessions, teachers will take extra care to explain, model and approach new learning in a variety of ways to suit the needs of all learners. Care is taken to ensure that children with SEND needs are able to access new learning and adaptations to sessions are made where required. Those children who are gifted and talented in art and design are provided with opportunities to further their skills and take a deeper approach to creating pieces of artwork. By offering children a curriculum which is tailored to their needs, and

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through work with outside agencies, we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed and thrive. We endeavour to help build on each child's cultural capital by ensuring that all children attend an art gallery to observe the work of great artists as well as all children having the opportunity to see their own work displayed in an exhibition. We also ensure that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon each year.

### **Assessment and Recording of Work**

Assessment is used to inform future planning and to provide information about our pupils throughout the key stages at The Holy Spirit our methods include:

- Teachers observations of pupils
- Final pieces of artwork
- Projects and the child's input into a class/group or school project
- Self-evaluations of artwork in relation to designs.
- Teacher/pupil discussions
- Teacher questioning in regards to knowledge of artists
- Use of pupils sketch books and their practice of skills

Teachers begin units of work with a recap of prior learning and a review of artist knowledge. Children will consistently use learnt skills and apply new skills to better their artistic abilities. At the end of the topic, teachers assess key knowledge and skills based on whether children have demonstrated through their final piece work that they have met the National Curriculum objectives and progression guidance for their phase. This helps the Art and Design Coordinator to monitor progress and attainment in Art and Design across the school.

### **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Art and Design Coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Art and Design teaching across the school. The Art and Design Coordinator monitors the quality of teaching and learning, progress and attainment in Art and Design through; staff voice, lesson observations, recordings of lessons and analysis of the data which is completed on the relevant assessment grid at the end of each topic. The Art and Design Coordinator will write an annual action plan in which she/he will evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

### **Continuing Professional Development**

Training will be arranged as and when deemed necessary by the Art and Design Coordinator in response to subject monitoring. In addition to training from external providers, CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

### **Review**

This policy will be reviewed annually in response to the review of our Curriculum

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