



OUR LADY AND ST BENEDICT CATHOLIC ACADAEMY ART AND DESIGN POLICY STATEMENT

Our Mission Statement:

‘Loving, Learning and Looking forward with Christ.’

Following the example of Our Lady and St. Benedict we are rooted to Christ in all that we say, do and think. Within our safe Catholic family we love, learn and ensure children are ready for their next step in society with Christ as their purpose.

Intent

At Our Lady & St Benedict’s we value, and are dedicated to, the teaching and learning of all aspects regarding Art and Design; we see this as a fundamental part of school life. We believe that by providing an ‘Arts Rich Curriculum’ we can contribute to the quality of our children’s lives, both within and beyond school. We understand that the purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form; the appreciation and enjoyment of the visual arts enriches all our lives.

We intend to stimulate the children’s interest and understanding by enriching learning and enabling children to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others’ work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques the children have the opportunity to record creatively the world around them.

Through our progression map, children develop their proficiency talents in drawing, painting and sculpture and other art, craft and design techniques. This provides a rounded curriculum with extensive opportunities to develop knowledge and skills in Art and Design.

We stipulate clearly that children should never ‘copy’ an artist’s work; we encourage a creative response and take inspiration to ensure originality. Children’s learning may be similar and the inspiration clear but they will still develop their own ideas and creative thinking to produce their own response.

Implement

In Art and Design, we implement a curriculum that meets the statutory requirements of the National Curriculum. Within each Art and Design unit, children build on their prior learning to

extend their knowledge, skills and techniques. A series of inspiring lessons are planned around an artist, craft maker or designer, which provides a stimulus to support the development of their own work.

All children have their own sketchbook in which they can explore, review and adapt ideas. Teachers encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Children are also given the opportunity to develop the language of art and explore working within sketchbooks.

Progression of skills throughout the year groups are planned through the National Curriculum. We carry out curriculum planning in Art & Design in two phases, long-term planning and medium-term planning. A series of stimulating lessons are planned, with clear knowledge and skills-based learning objectives and subject-specific vocabulary. Teachers assess learning in Art & Design against knowledge and skills-based learning objectives within unit overviews.

Across Key Stage 1, pupils develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space within drawing, painting and sculpting. Pupils begin to share their ideas, experiences and imagination with others. Pupils are introduced to a range of artists, craft makers and designers, learning how to describing the differences and similarities between practices and making links to their own work.

Within Key Stage 2, continue to develop 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. Pupils are provided with opportunities to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Art & Design is timetabled for 1 hour per week at KS1 and KS2. All learning will start by revisiting prior knowledge of artists and skills. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Impact

Our curriculum inspires pupils to become passionate artists with a curiosity about the world. They understand that they are artists when they practice techniques and can talk confidently about a range of artists. They will leave school with a love of art and improved arts capital.

Pupils can speak with enthusiasm and confidence about their learning in art and can demonstrate their disciplinary knowledge in the classroom. Through the breadth and depth that our curriculum offers, our children become passionate artists, who are inspired by the subject and are curious to find out more about great artists, designers and craft makers.

Assessment

Teachers will also use 'What do I need to know?' statements to ensure that children develop key knowledge, vocabulary and skills against the National Curriculum. Recording evidence through sketchbooks enables teachers to make summative assessments in lessons and promote a depth of learning. Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to do to improve. Progress in art is shared with the receiving teacher through transition meetings and is reported to parents through end of year reports.

Inclusion

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the art curriculum. In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the EHCP/Pupil Passports that apply to children being taught in the class. For pupils with SEND, tasks are scaffolded accordingly so that all pupils are included. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to: setting suitable learning challenges, responding to the diverse learning needs of pupils, overcoming potential barriers to learning and assessment for individuals and groups of pupils. Teaching assistants and teachers may support individuals or groups of children within the lessons where appropriate.

Monitoring and review

The monitoring of the standards of pupil's work and of the quality of teaching in art is the responsibility of the Art subject leader. 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.

Monitoring of the subject takes place through half termly learning visits, sketchbook scrutiny and pupil conversations. The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the Senior Management Team. A subject action plan is in place which is RAG rated termly to support school improvement and inform future planning.