

St Mary's Catholic Primary School

Art & Design Policy

March 2025

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Mission Statement

St Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Introduction

At St Mary's Catholic Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. We therefore intent to use our art curriculum to provide our children with the opportunities to develop and extend skills as well as to be inspired, able to express their ideas and develop their interests.

Furthermore, our curriculum, which is inspired by the Chris Quigley units of work, aims to ensure knowledge and skills are committed to long term memory through a wide breadth of study, developing their cultural capital and that concepts are explored in depth across a wide range of topics. In this way, by the end of each key stage (or milestone) children have long term memory of an ambitious body of procedural and semantic knowledge.

Aims

We aim to make Art a pleasurable, challenging and stimulating experience, enabling children to gain confidence when:

- ☆ Producing creative work, exploring their ideas and recording their experiences;
- ☆ Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques;
- ☆ Evaluating and analysing creative works using the language of art, craft and design;
- ☆ Knowing about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

At St Mary's we work from Chris Quigley's curriculum companion and a range of other sources and believe that the intention of teaching Art is central to our pupils' creative development. This is essential to providing them with learning and experiences often beyond their personal exposure. We intend to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art.

We believe it is important that our pupils recognise the impact art can have on different cultures, both their own and others. Therefore, they will be introduced to the work of significant artists, working in different media, from around the world so that they are able to identify how art links to the historical and cultural development of the UK as well as other cultures.

At St Mary's Catholic Primary School, we acknowledge learning as a change in the long-term memory. We recognise that in order for this change to take place, repetition is key. We intend to teach Art in a systematic and methodical manner which enables children to develop their knowledge and understanding by regularly revisiting taught content in order for this teaching to become embedded.

We intend to teach our children how to make sense of the world around them by developing their ability to develop ideas, master techniques and take inspiration.

At St Mary's Catholic Primary School a typical Art lesson will provide the opportunity for all children as:

- ☆ Lesson objectives are taken from the Knowledge webs and activities are differentiated in order to allow all children to access the learning.
- ☆ Our children have access to high quality lessons that are both challenging and enjoyable- this is underpinned by our **curriculum driver**; '**oracy**' where all our children are openly encouraged to give their opinions and responses and how they want to approach the work of the chosen artist.
- ☆ We provide our children with a variety of Artistic opportunities, which will enable them to make the connections needed to enjoy greater depth in learning.
- ☆ We ensure children are confident Artists who are not afraid to take risks and all outcomes are appreciated.
- ☆ We fully develop independent learners with inquisitive minds who have secure knowledge of Artists and their style of work and an interest in self-improvement.

Implementation

Planning: Lessons are planned and sequenced so that new knowledge and skills build upon what has been taught before. Teachers plan using the *Chris Quigley Curriculum Companion* schemes of work and other key resources. The termly overview is used to support their planning and differentiation where needed.

Staff make reference to the National Curriculum to ensure that knowledge and skills planned for are age appropriate.

At St Mary's Catholic Primary School, we employ a variety of teaching styles and opportunities for children to deepen their understanding of artistic styles and artists in particular areas. This again is supported by the use of the *Chris Quigley Curriculum Companion and other key resources*. Teachers will ensure that children are encouraged to develop their skills and competencies, both individually and collaboratively and acquire the knowledge to evaluate their work.

Where necessary children will explore objects, pictures and artefacts which will be used to demonstrate and visualise abstract ideas, skills and art forms.

EYFS:

In the Early Years Foundation Stage children experiment with colour, shape, texture, form and design including 3D. Their foundation will begin with the exploration of colour

mixing so that they understand and can explain primary and tertiary colours in a way that they will later use to inform mood within their work.

Impact

At St Mary's Catholic Primary School, we expect that by the end of year 6 our children are competent to;

- ☆ Develop ideas
- ☆ Take inspiration
- ☆ Master practical skills

In order for this to happen, the Art subject leader, the Headteacher and the Senior Leadership Team take responsibility for the monitoring of the Art curriculum and the standards achieved by the children. The Art subject leader will monitor for appropriate pitch and progression at least once every term.

This monitoring takes the form of:

- ☆ lesson observations and feedback;
- ☆ learning walks and pupil voice conversations;
- ☆ planning scrutiny followed by support where necessary;
- ☆ a termly look at art produced;
- ☆ termly data analysis;

Data is collected termly and reported to SLT. All teachers should identify pupils who are not making sufficient progress when the data is analysed and subsequently think about and address barriers which may be contributing to this.

Expectations

Progression in art and design is shown through the different expectations at each key stage.

By the end of year 2, most children should be within the 'advancing' bracket of Chris Quigley's scheme of work and will be able to:

- ☆ explore ideas;
- ☆ investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts; and
- ☆ comment on differences in others' work, and suggest ways of improving their own.

By the end of year 6, most children should be attaining the 'advancing' or the 'deep' objectives of the scheme and will be able to:

- ☆ explore ideas and collect visual and other information to help them develop their work;
- ☆ use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts combining and organising visual and tactile qualities to suit their intentions;
- ☆ compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made; and
- ☆ adapt and improve their work to realise their own intentions.

Assessment, Recording and Reporting

Children's progress and achievements will be monitored through observation and termly data analysis. Where possible, displays of work will be photographed and recorded to demonstrate the variety of progression of activities covered.

Time Allocation

Art & Design will be taught in half termly/termly blocks (unit depending) covering one key artist (though they will explore others) in each unit. Children should receive a minimum of 1 hour of Art per week. Further art skills will be developed throughout the year in the form of display work for the school corridors and cross curriculum displays such as D&T, Science and Humanities.

Planning

All planning for Art & Design will be undertaken in line with the school's agreed procedures for long, medium and short term planning. Planning will take place in Key Stage groups to ensure progression and continuity. All planning will be freely available to all staff and monitored by the Head Teacher.

Inclusion (Differentiation)

Differentiation can be achieved either by outcome or task, as appropriate to individual needs, abilities and interests. All children are able to produce art and design and all works will be considered as legitimate expressions of children's thoughts and feelings.

Resources

Art resources and materials are stored centrally in the stock cupboard and are freely available for all staff to use. Any order for art materials should be channelled through the Art Coordinator. It is the responsibility of the class teacher to ensure that there is a range of materials available in class for the children's drawing/painting activities and if specialist materials are needed, these can be ordered on request. A variety of other artists' work is on display throughout the school and a small collection of art books and prints is stored with the art resources in the stock cupboard.

Role of the Coordinator

It is the responsibility of the Art Coordinator to ensure that all art materials are ordered on time and that the stock cupboard is tidy and materials are easily accessible. The

Coordinator will also inform all staff of any relevant and new information regarding the teaching of Art & Design (as well as responsibilities outlined on Subject Leader Job Description).