



St. Hubert's Roman Catholic Primary School

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St Hubert's Art Policy



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Reviewed by: Governing Body
Adopted by Governors: November 2023
Review Date: November 2029

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St Hubert's RC Primary School P.E Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Art at St Hubert's RC Primary School.

Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At St Hubert's RC Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone can fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

Subject Statement

Art, craft, and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. Art and design stimulates creativity and imagination as well as providing an outlet for individual artistic expression. It provides visual, tactile, and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel, and think through the use of colour, texture, form, pattern and a range of materials and processes. 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. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. Finally, the appreciation and enjoyment of visual arts enriches all our lives.

The Role of Curriculum Subject Leaders

- *Monitor progress and attainment in subject areas and action plan to address areas of need*
- *Support colleagues to develop practice and subject knowledge to maximise progress;*
- *Take the lead in policy development*

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- Have responsibility for the purchase and organisation of resources for their subjects
- Keep up to date with developments in their subject area and are responsible for sharing this with colleagues, providing CPD

Intent

St Hubert's Mission Statement is at the heart of all our Intent Statements.

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'A high-quality art and design education should 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.' Department for Education.

At St Hubert's, we place a great emphasis on the importance of Art and Design being a subject that allows children to access their imagination and express themselves in a creative way through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do. Children are given the opportunity to go on their own creative journey, using a variety of media and materials.

Implementation (Assessment, recording and reporting)

Art is taught with the structure of 6 phases- drawing, experimenting, artist, using artist styles, compose, and evaluation.

Phase 1- Drawing: Children draw either from life (objects) or from photos using different drawing mediums (pencil, felt pen, pencil crayon, oil pastel, charcoal, soft pastel).

Phase 2- Experimenting: In this stage the children will have the opportunity to explore different mediums in more depth such as collage, watercolour, textured paint or surfaces, or combining mediums, for example biro and watercolour, watercolour and oil pastel, tape and paint.

Phase 3- Artist: Lesson 1 – look at life and work of artist. The children could research life and work of artist and make notes. Research goes in sketchbooks. Lesson 2 – Look at and discuss artist pieces of work in more depth focusing on use of colour, method, medium etc.

Phase 4- Using Artist styles: Children re-create a part of or a replica of famous artists piece either using the medium the artist has, or a different medium but create the same thing. This is the perfect point to show differentiation within Art.

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Phase 5- Compose: This is where the children will create their own unique piece that incorporates the elements, they have looked at so far – drawing, colour, artist, compose. They may use different mediums to express their own creativity.

Phase 6- Evaluation: The children will reflect (using post-its) on their own compositions and use the vocabulary from their sketchbooks to help them- see vocab organiser.

Implementation in EYFS

In Early Years Foundation Stage, Art and Design plays a very important role in their development. Children are taught to represent their own ideas, thoughts and feelings through the Expressive Arts and Design Areas of Learning. Children are encouraged to use their imagination, creativity, and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures, and design. The children are encouraged to take risks, explore, and think critically. All these approaches to expressive arts help children to represent and understand their own feelings and ideas. Schemes of work are planned creatively to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of art teaching should not be compromised as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

Implementation in KS1 and KS2

At St Hubert's we provide opportunities for children to ensure that children produce creative work, exploring their ideas and recording their experiences. Children learn to become proficient in drawing painting, sculpture and other art, craft, and design techniques. They evaluate and analyse creative works using the language of art, craft, and design. They learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Art is taught every second half-term (Autumn 2, Spring 2, Summer 2) and follows 6 stages of learning: Drawing, Experimenting, Artist, Using Artist styles, Compose, Evaluation. The curriculum is mapped out to ensure that all types of art and skills are used within every child's school journey at St Hubert's.

We offer a mixture of teacher and skilled teaching assistant taught lessons. We take every opportunity to develop links with outside agencies and experts, including the local high school, to enrich our Art and Design provision.

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Impact (Assessment, recording and reporting)

Assessment for learning is an integral part of the planning and teaching of lessons, to ensure lessons are well-paced and all pupils make progress in learning through facilitated variation, quality first teach and differentiation. Prior assessment of the pupils' understanding should be used to inform the planning lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

The children's work during Art and Design is assessed by reviewing the progression of work over a curriculum unit in topic and sketch books. Evidence may be sketches, drawings, experiments with media, idea recording, planning, comments written by students about their work or photographs of children during lessons, pictures the children themselves take as inspiration or photos of the final pieces of work.

Formative assessments take place throughout the year and teachers record the progress and attainment using Target Tracker. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis by the subject leader to inform and address any trends or gaps in attainment.

The children use peer and self-evaluation regularly. They have a vocabulary style knowledge organiser front sheet within their books, that supports them in using the correct artistic terminology.

Final end of year assessments are made using assessment criteria that has been developed in line with the national curriculum and Target Tracker. Thus, identifying the level in which the child is working.

Children in Foundation Stage are assessed within Expressive Arts and Design via adult observations of work as well as examples of work which are placed in the Expressive Arts and Design floorbook. The children's progress is tracked using Target Tracker.

Age related expectation levels are reported to parents across all year groups at the end of the autumn, spring, and summer term.

At St Hubert's, we provide reports to parents during the academic year, where indications are made as to the individual's progress in this area of the curriculum. Within the EYFS, the art curriculum is linked to 'Being Imaginative' and 'Creating with Materials' within Expressive Arts and Design. The children are assessed as either working towards ARE, at ARE or working at greater depth within ARE for their year group. In EYFS, children are either working towards or working at ARE. Reports are given out at the end of each term. Parents are also invited to a Parents Evening during the spring term of each academic year.

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National Curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- ♣ Produce creative work, exploring their ideas and recording their experiences
- ♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ Evaluate and analyse creative works using the language of art, craft and design
- ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content: Key stage 1

Pupils should be taught:

- ♣ To use a range of materials creatively to design and make products
- ♣ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Subject content: Key stage 2

Pupils should be taught 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 should be taught:

- ♣ To create sketch books to record their observations and use them to review and revisit ideas
- ♣ To improve their mastery of art and design techniques, including drawing, painting and

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sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

♣ About great artists, architects and designers in history

Use of Sketchbooks

Sketchbooks are used from Year 1 through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record. The contents of the sketchbook should include:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of the basic skills development
- Photograph and other illustrative material to support on-going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations
- A clear progression of the 6 stages of art
- The use of a wide range of materials and mediums

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Teachers have their own teacher sketchbooks for modelling artwork in.

Teaching of Art

Curriculum teaching of Art will be delivered by teachers or HLTA's.

Resources

General art, craft and design resources are stored in the Art and Design cupboard. All resources are ordered at the beginning of the academic year, after thorough auditing by the subject leader. Resources bought are planned to be used in the classroom from the Art and Design Leader.

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Time Entitlement

Art is taught in the Autumn 2, Spring 2 and Summer 2 terms. This allows for Design and Technology to be taught in the other terms.

The curriculum is based on both the Early Years Foundation Stage and National Curriculum. Each year group will learn Art in accordance with these curriculums, depending on appropriateness to age-related expectations. The Art curriculum at St Hubert's is based on these requirements and is detailed on the Art Overview, including both Cycle A and Cycle B, which can be found on the school website.

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together and respect each other is encouraged throughout the school.

Art provides effective learning opportunities for all pupils. This includes:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

In accordance with the school's Inclusion Policy, Art activities are differentiated to meet the needs of each pupil.

Health and Safety

The health and safety of our children and staff is paramount. The adult in charge should ensure that they always minimise risks by considering any factors which may pose a risk e. g. the environment, equipment and people involved.

Art lessons should always be conducted in a secure, supportive, and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear the correct clothing and use the correct equipment in a safe manner, such as clay knives, hot glue guns and scissors.

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All equipment, apparatus and environment should be checked before the start of every lesson by the teacher. It is the responsibility of the teacher to provide health and safety guidance throughout lessons.

Professional development and training

The subject leader attends subject courses and cluster groups when available and then reports back to school in staff training. The teachers can attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

Enrichments

Each year the subject leader will provide opportunities for art to be used outside of the taught curriculum. These opportunities may include events such as Remembrance Day poppies for whole school display, Christmas card making, Christmas Fayre stall decorations, Pot Art and a whole school Art Exhibition.