



Our Lady and St Philomena's Catholic Primary School Art and Design Policy

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RATIONALE

The Art and Design curriculum at Our Lady and St Philomena's encourages our pupils to do as professional artists do – translate their feelings, emotions, opinions and observations of the world around them in works of creativity in the form of paintings, drawings, collages, printing, sketching, photography, digital media and craft & design.

Curriculum Intent

Whilst promoting creativity, we also want to instil the concept that art and design can find solutions to problems, and be practical as well as creative. This will encourage our pupils to be resilient and independent in their approach to Art and Design.

We use Art to stimulate discussion and critical thinking skills. Pupils' communication skills are improved through Art and Design lessons. We advance the concept that a good artist must be curious as well as creative. To be a good designer you must have good problem-solving skills. To complete the units of work pupils will be required to work as individuals and part of a team. We also encourage pupils to research famous Artists and different cultures, styles and trends.

Pupils are offered the opportunity to join an extra-curricular Art and Design Club to independently use the skills that they gain in lessons in an environment that allows them to apply what they have learnt in class.

Curriculum Implementation

The Art and Design Curriculum is delivered through the Kapow Primary scheme of work and is reviewed in the Summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject. Teachers ensure progression and repetition of key skills to embed key learning and subject knowledge. The specific skills that our Art and Design curriculum is aimed at encouraging, and that progress is measured against, are:



- The ability to use visual language skilfully and convincingly to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media. An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. Independence, initiative and originality, which they can use to develop their creativity, are promoted.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Curriculum Impact

Termly assessment is carried out by staff to measure the progress of students within a year group and across year groups and to identify those pupils who made need extra support. The progress statements for the subject are set out in the form of a ladder matched to year group expectations so that teachers can easily identify what pupils need to achieve to move to the next step.

We want our pupils to become independent learners and encourage them to read about and research the artists and designers that they learn about in school.

We use Art and Design to raise the aspirations of our pupils and encourage them to be ambitious in their future lives. We want our pupils to set themselves very high aspirations and constantly remind them of the further education and career prospects that are open to them if they succeed in this subject.

People who have studied Art & Design at further education often find a career in the following areas of employment:

- **Artists:** in a variety of media, including painting, photography, print-making and pencil drawing.
- **Graphic designers** Create visuals using type, image and graphic forms in order to communicate a specific message to audiences
- **Craft designers:** Include silversmiths, potters, instrument makers and weavers
- **Product designers:** Use artistic and technical skills to create products that look good but also perform a practical function.
- **User experience designers (UX):** Focus on user satisfaction by improving the usability and accessibility of a particular product, such as an app or website.
- **Motion graphic designers:** Use graphic design, animation and live action filming to create short sequences, for instance on TV, music videos and games.
- **Fashion designers:** Create new clothing and accessories for brands and design houses.



- **Interior designers:** Design inside spaces such as shops, offices, museums and hotels.
- **Animation:** There are a wide range of roles available within animation. You could work in the film, games or TV industry, using different techniques, including 3D computer graphics, 2D drawn and stop frame to bring ideas to life.
- **Illustrators:** Use their skills to tell stories and create different styles and moods, from bringing a character in a children's storybook to life, to creating seasonal greetings cards. Illustrators can also specialise in technical and scientific drawing for reference books.
- **Art auctioneers:** Sell art, on behalf of someone, to competitive bidders.
- **Gallery and museum curators:** Put together collections of art or artefacts to inspire and educate people.
- **Front end designers:** Use code to design websites, apps and games.

THE OBJECTIVES OF ART AND DESIGN

In our school, we enable pupils to record from first-hand experience and from imagination, and to select their own ideas to use in their work. They are given opportunities to develop creativity through a range of increasingly complex activities. Opportunities are afforded to improve children's ability to control materials, tools and techniques. We also aim to increase their critical awareness of art and design in different times and cultures. We also aim to foster an enjoyment and appreciation of visual arts and a knowledge of famous artists, craftspeople and designers.

THE DELIVERY OF ART AND DESIGN

The delivery of Art and Design will take into account the age, ability and readiness. We also take account those pupils with English as a second language to ensure that all can fully access the Art and Design education provision. We use a variety of teaching and learning styles to achieve our main aim of developing knowledge, skills and understanding, and develop more general skills, such as reading, inference, critical thinking skills and communication through Art and Design.

We ensure that the process of investigating and making involves research, exploration, evaluation and justification. Children are encouraged to work and evaluate both in groups and as individuals with teachers modelling how to provide positive constructive criticism during the evaluation process. Children have the opportunity to work with a wide variety of materials, resources and tools, including ICT.

We recognise that there will be children of different ability in all classes and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the individual child through: setting tasks that are open-ended and can have a variety of valid responses; increasing the difficulty of a task if the teacher feels that a child can respond positively to that; provide a challenge in the range of resources offered; offering extra adult support.

ART AND DESIGN CURRICULUM PLANNING

The Art and Design curriculum is reviewed annually. Each year, Art and Design topics are matched to other areas of the curriculum wherever possible



Our long term planning takes the form of a curriculum map detailing the units of work for each term in the form of a question to facilitate discussion and develop critical thinking skills.

Our medium term plans provide details of each unit for the term and define what the pupils will learn ensuring an appropriate balance and distribution of work across each term. They will also include what teachers should revise from previous years. The subject leader will monitor and review these plans.

Teachers will facilitate individual lessons to specific learning objectives, explaining where each lesson fits in with the rest of the unit and to previous learning in other year groups. Activities are planned to build on previous learning so as to give every pupil the opportunity to develop their skills, knowledge and understanding of art and design, make progress and face an increasing challenge in the subject as they move through year groups.

ART AND DESIGN IN RELATION TO OTHER CURRICULUM AREAS

English

We use art and design to support the teaching of English by framing each topic title as a question to encourage discussion and verbalise opinions as the starting point for each unit of work. Pupils are encouraged to share and compare ideas, methods and approaches to their own work and that of others. We facilitate opportunities for pupils to discuss their feelings and emotion in relation to their own work and that of professional artists. Teachers demonstrate researching the work of famous artists and pupils are encouraged to continue with further independent research in to artists that they have studied in school.

Maths

Art and design contributes to children's mathematical understanding by giving them opportunities to develop their understanding of shape and space in two and three dimensions.

PSHE

In art and design, children discuss their own work and critique the work of others, they share opinions and discuss emotions. All of this contributes to the work that we do in PSHE to promote the notion that we all differ and are diverse. We use art and design to reinforce the idea that we do have differences with others and that it is part of life; what is important is to respect and be tolerant of other people's opinions. Art and design also affords opportunities for pupils to work collaboratively which helps to develop mutual respect and social skills. We use art and design to develop a better understanding of different times and cultures.

Computing

We use technology to enhance the experience of art and design where possible and appropriate. Children use software to explore shape, colour, and pattern. Children can use technology to collect visual information and record observations. Pupils also use the Internet for research of famous artists.

ASSESSMENT



Teachers assess pupils by observing them during lessons and intervene to address misconceptions at the earliest opportunity. They use the information gathered during such observations to inform their planning for the next lesson.

Children are encouraged to assess and evaluate their own work throughout units. This helps them to appreciate how they can improve their performance and set targets for themselves for the future.

We assess pupils' learning which is specific to art and design on a termly basis by reference to the "progress ladder" which has been devised by the subject co-ordinator and the SLT. It is important to know that learning has progressed from pupils starting points at the beginning of topics and from year to year. Information is passed on to the next teacher at the end of each year and is reported to parents in the end of year report.

The subject leader will keep evidence of children's work in a portfolio to demonstrate the expected level of achievement in art and design in each year group.

PUPIL VOICE

Pupils have been involved in the creation of this policy through discussions with the school council. They are involved in the delivery of each topic when teachers explore the pupils' prior learning at the beginning of new topics.

INCLUSIONS AND DIFFERENTIATION

We respect pupils' unique starting points and we teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We believe art is a means of communication, not bound by written and spoken language, and enables pupils with special needs of all kinds to develop a capacity for self-expression.

When the performance of a child falls significantly outside the expected range and they have special educational needs, we assess the needs of each pupil and take action to enable the child to learn as effectively as possible. Intervention through Quality First Teaching or support plans will be put in place. This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.

COLLABORATION WITH PARENTS AND CARERS

We are committed to working with parents and carers in art and design. We offer support and advice via our school website. Parents and carers are invited in to school periodically to take part in art and design activities.

MONITORING AND REVIEW



The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget, planning and work books annually.

This policy will be reviewed annually.