

Art Policy

*Let it be known to all who enter here that
Christ is the reason for this school,
the unseen but ever present teacher in its classes,
the model for its children, the inspiration for its staff.*

1 Aims and objectives

1.1 Art and Design stimulates creativity and imagination and an appreciation of God's wonderful world. 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 different materials and processes. 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 and design, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in Art and Design lessons. Whilst recognising that every child is unique our principal aim is to develop the children's knowledge, skills and understanding in Art and Design by promoting the creation of images based on their imagination and personal experiences. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Children are given opportunities to work directly with other artists and to have first hand experiences of art works by visiting galleries, exhibitions and art / design events. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Teachers show children how to use tools and equipment in a careful and safe manner. Children are encouraged to take responsibility for the cleaning and tidying of tools and materials in their

classroom as an integral part of the creative process. Children also have the opportunity to use a wide range of materials and resources.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.
- In classrooms teachers show children how to use tools and equipment in a careful and safe manner.

3 Art and design curriculum planning

3.1 Art and Design is a foundation subject in the National Curriculum. At **Sacred Heart School** we use 'Kapow Primary' as the basis for our curriculum planning in Art and Design. We use the skills and objectives mapped out by Kapow to plan our different Art units. Teachers have access to lesson plans, videos, an interactive presentation mode and quizzes to help support their subject knowledge alongside the teaching of Art. Teachers also use Kapow assessments and the National curriculum to help with the planning of lessons and delivery.

3.2 We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our Art and Design subject leader works this out in conjunction with teaching colleagues in each year group.

3.3 We use the Art scheme of work, Kapow, to help teachers plan and sequence their lessons in advance. That way, they can make sure that all course content is taught before the school year ends, and that the National Curriculum aims are covered. This lists the specific learning objectives (skills) for each lesson and gives details and videos of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

3.4 We plan the activities in Art so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 The Foundation Stage

4.1 We encourage creative work in the nursery and reception classes as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the EYFS, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Computing (IT)

We use IT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital technology to record their observations. Children use the internet to find out more about famous artists and designers.

5.4 Relationships, Personal, Social and Health education (RSHE) and citizenship

Art contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.5 Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special needs

6.1 We teach Art and Design to all children, whatever their ability. 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. Work in Art and Design takes into account the targets set for individual children in their Individual Education Plans (IEPs).

7 Assessment and recording

7.1 We assess the children's work in Art and Design whilst observing them working during lessons. Teachers record the progress made by children against the 'skills' for their lessons. Teachers will use the assessment tools and criteria provided by 'Kapow' to make a judgement into whether they are working below, at or above age-related expectations. At the end of a unit of work teachers make a judgement against the criteria. This enables the teacher to make an annual assessment of progress for each child, evaluating the children's progress as below, at or above age-related expectations, which forms part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

7.2 The Art and Design subject leader keeps evidence of the children's work in a portfolio/floor book. This demonstrates what the expected level of achievement is in Art and Design in each year of the school. The subject lead will also carry out book looks to assess the progression of skills.

8 Resources

8.1 We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design cupboard. This cupboard is accessible to children only with adult supervision.

9 Monitoring and review

9.1 The 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 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. The subject lead will also carry out book looks across the whole school to assess the progression of skills. The Art and Design subject leader keeps the head teacher informed about the strengths and weaknesses in the subject, and indicates areas for further improvement.

Approved by Governing Body

Signed: _____

Date: September 2025

Chair of Governors

