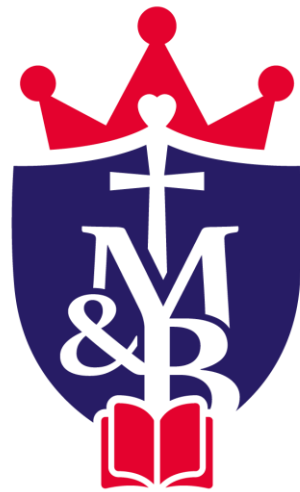


ART & DESIGN POLICY



**St Mary's &
St Benedict's**
RC Primary School

Together in God's family, we grow in faith, knowledge & love to reach our full potential, and to become the people that we are created to be.

Policy Updated: October 2023
Review Date: October 2025

Our School Ethos

At St. Mary's and St. Benedict's we aim for our curriculum to inspire pupils to be life-long learners with a sense of service to the world that they live in and the people that live in it with them.

We believe our pupils will be life-long learners if they are able to be:

- ✓ confident,
- ✓ independent,
- ✓ curious,
- ✓ open-minded,
- ✓ enthusiastic,
- ✓ observant,
- ✓ co-operative and
- ✓ resilient individuals.

In order to develop these qualities within our pupils we intend for our curriculum to provide opportunities for children to:

- Be curious and ask questions
- Evaluate and reflect
- Work collaboratively
- Apply their learning
- Solve problems whilst developing resilience
- Communicate their learning
- Challenge ideas

Vision for Art and Design

At St. Mary's and St. Benedict's, our vision is that each child will receive a high-quality, broad and balanced education in Art and Design, which will provide a wide range of experience to promote interests. Our vision is that pupils in our school, through developing in practical, theoretical and disciplinary art and design will develop culturally, emotionally, intellectually, socially and spiritually.

Art and Design Intent

At St. Mary's and St. Benedict's Primary School we aim to create positive learners willing to experiment and persevere in their learning by providing equality of opportunity for every child to develop skills, knowledge and understanding; develop pupils' practical, theoretical and disciplinary abilities and experience a wide range of materials within the Art and Design Curriculum.

We aim for every child to be able to:

- ✓ Experience the work of artists, craftspeople and architects from different times and cultures;
- ✓ Consider preferences and know how art shapes our history and culture;
- ✓ Develop their observational skills and artistic techniques;
- ✓ Increase their knowledge of art and artists;
- ✓ Review art work with understanding and develop the ability to question and discuss;
- ✓ Increase their confidence when working with a variety of media, tools and techniques;
- ✓ Develop their imagination and creative expression and foster an enjoyment of Art and Design.

Art and Design Implementation

We follow the statutory requirements for the teaching and learning of Art and Design which are laid out in the National Curriculum 2014 and in the Early Years Foundation Stage Statutory Framework 2015 and use the Kapow scheme of work, which we have adapted to suit the needs of our school. As our school has mixed aged classes; we plan Art and Design on a 2-year cycle to ensure all children have complete coverage of the National Curriculum and have access to the same experiences.

The Kapow Art scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Each child will investigate and experiment with a wide range of media whilst at St Mary's and St Benedict's. The units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum: colour, pattern, texture, line, shape, form and tone, are also woven throughout the units. Key skills

are revisited again and again with increasing complexity. This allows pupils to revise and build on their previous learning. Units are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

We ensure that there are opportunities for children of all abilities to develop their skills, techniques and knowledge in each lesson and progression is built into the scheme of work so that children are increasingly challenged as they move up through the school. Children record their Art work in their Art sketch books, which move with them throughout their Primary education.

Children are introduced to the characteristics of art in different cultures and different historical periods and will learn about a range of artists from EYFS to Year 6. Children are encouraged to make imaginative use of other artists' work and a range of stimuli to develop their ideas and reflect this in their own work. Children are encouraged to modify their work in the light of its development and their original intentions.

Children learn to review and express their thoughts about their purposes including a range of materials and processes. They are encouraged to develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.

Each class teaches Art and Design once every term and has regular, weekly class lessons to develop their skills and knowledge and build on prior learning. Building on KS1 experiences, children will refine and gain a mastery of skills throughout KS2.

Provision is made for children with different learning abilities through a variety of tasks and responses.

Art and Design Impact

Assessment for Learning is embedded in Art and Design lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

Monitoring the impact of the Art and Design curriculum and the children's achievements and progress at St Mary's and St Benedict's is accomplished in a variety of ways:

- monitoring Art sketch books
- pupil interviews with children discussing their art experiences
- displays across school and
- photographs

The organisation and delivery of our Art and Design curriculum has produced children who are enthusiastic, confident artists, who enjoy showcasing their art work. Children are confident to explore with a range of media and techniques and take inspiration from artists studied, and love to discuss and share their work.

Specific Nature of Art and Design

The National Curriculum for Art and Design Programmes of Study, identify:

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.

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

Inclusion within Art and Design

Provision is made for children with a range of SEND that can be grouped into four broad categories of need, as detailed below:

1. Communication and Interaction

Children and young people in this category have speech, language and communication needs (SLCN) which make it difficult to communicate with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, who are likely to have particular difficulties with social interaction may belong to this category.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

As a school, St Mary's & St Benedict's RC Primary School is committed to ensuring that all children get access to the full curriculum and we will provide suitable amendments to provision to allow this to happen.

At the bottom of this webpage: <https://www.smsb.lancs.sch.uk/send/> there is a comprehensive list of subjects and the SEND adaptations that are suggested for each area. Class staff are required to consider these documents to best meet the needs of pupils with identified needs.

English as an Additional Language (EAL)

At St Mary's & St Benedict's, we believe that:

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- Bilingualism is viewed as a positive and life-enriching asset.

We work with the EAL team at Lancashire County Council, when deemed appropriate, to access specialist teacher support for pupils. This additional input is co-ordinated between pupil's class teacher and the SLT lead for EAL provision.

Able, Gifted and Talented (AGT) pupils

At St Mary's & St Benedict's, we understand that all children require support and challenge in their learning in order to make progress and reach their potential. Subject leaders work with teachers to

identify and support these children through our teaching and learning activities, our more able (MA) pupils are given a wide variety of challenges and experiences which develops their resilience, inspires them and deepens their understanding of the tasks.

They are encouraged to develop their abilities to ask questions, explain and reason, persevere, communicate their thoughts and take risks in their learning. We strive to provide creative means to increase their independence and curiosity, leading to an ever-increasing love of learning.