

St. George's Catholic Primary School



Art Policy

MISSION STATEMENT

Achieve, Believe, Care

INTENT

At St George's Catholic Primary School, we value Art and Design and aim to provide an art curriculum that will enable each child to reach their full potential in learning in art and design. The children will do this through investigating and making, through research and development of skills and through evaluation of their own art and that made by others. Our art and design provision will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own work. As artists, children will be able to think critically and develop an understanding of art and design. They will know how art and design both reflect and shape our history, contributing to culture, creativity and the wealth of our nation.

The aims of our Art curriculum are to develop pupils who:

- Foster an understanding and enjoyment of art, craft and design.
- Encourage children to work from imagination, memory and the environment to develop their ideas by using various starting points.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Broaden knowledge and the appreciation of the work of other artists and crafts people from different times and cultures.
- Extend and enrich other curriculum areas through art.
- Enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others.
- Deliver the National Curriculum by integrating the elements of art with the processes and practices of art to provide a broad and balanced art curriculum throughout each year.
- Develop an awareness of the importance of art in society

IMPLEMENTATION

Our implementation of the Art curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. Art teaching will deliver these requirements through our termly units. Art is linked to topics, where appropriate, to ensure a well-structured approach to this creative subject. The children develop the ability to select and use a range of materials, processes and techniques and develop the skills to reflect on, analyse and evaluate their own work and that of others. Areas covered include collage, mosaics, painting, and printing including the work of Hokusai, Frida Kahlo, Andy Goldsworthy and John Minton. Early Years Foundation Stage Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. The children's art is highly valued and prominently displayed throughout the school for all to enjoy.

[Art Long Term Overview](#)

[Art Progression of Skills](#)

Resources

We use a variety of resources to deliver the Art curriculum suitable for the ages and abilities of pupils being taught.

These include:

- A range of materials and media for two and three-dimensional work e.g. a range of graded pencils, different types of paint, natural objects, wire and clay, and ICT.
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Educational Visits

We value first hand experiences in the form of educational visits and take every step to ensure they form an integral part of the curriculum for Art where appropriate. Children have the opportunity to take part in Art activities within the community. These include visits to Worcester Art Gallery, Artwork displayed in the Cathedral for the Voices and Visions Exhibition and Art competitions.

IMPACT

The teaching and learning of Art enables all pupils to:

- Achieve age related expectations in Art at the end of their cohort year
- Retain knowledge about their focus artists for each unit of work
- Understand what being an 'artist' means
- Create a high-quality body of work which is reflected in the displays in school
- Understand how ideas develop through an artistic process.
- Master techniques to develop a skill set so that ideas may be communicated.
- Take inspiration from the greats to learn from both the artistic process and techniques of great artists and artisans throughout history

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress. In art and design, issues about subjectivity can challenge both the validity and reliability of assessments, so teachers are clear about what they are assessing and why.

Formative Assessment is, therefore, on-going and varied in nature. In each year group it may involve some, or all, of the following:

- Feedback in the moment by the teacher and/or peers of art created
- Not just limited to producing a 'final piece'
- Teacher observation of individuals, pairs or groups
- Targeted questioning
- Sketchbooks

Summative Assessment in Reception is through the Foundation Stage Profile and in KS1& 2 staff use simple assessments recorded at the end of each unit to identify those children who are working below, at, or above age-related expectations. Judgements should consider intention behind the outcome as well as practical work. Sketchbook work records children's planning, experimentation, development of skills and evaluation. Progression from each year group should be clear. Any photographs of finished work to be passed on to the Art Lead. Parents are also updated on their child's progress through annual written reports.

Monitoring and Evaluation

The subject leader will:

- Review the long-term overviews, Art coverage and progression documents.
- Conduct lesson observations, pupil voice and book looks.
- Provide feedback to SLT regarding the teaching of Art across the school.
- Share best practice with staff and keep up to date with any subject specific updates.
- Meet with the assigned Governor to review practice across the school.
- Review the Art policy annually.

Equal Opportunity

All children will be given the same opportunity to receive a broad, balanced curriculum regardless of social class, gender, culture, race, disability or learning difficulties.

Review

This policy will be reviewed every three years by the Governing Body or as required by changes in legislation.