



‘Caring, learning and achieving together as part of God’s family’

## Art and Design Policy

### Intent

At Margaret Roper Catholic Primary School, our intent is to provide a high-quality and engaging Art and design curriculum that inspires creativity, develops technical skills and promotes cultural awareness across all year groups. We aim to equip our pupils with the knowledge and skills needed to produce artwork that reflects their experiences, emotions, and imaginative ideas, and to foster a lifelong love and appreciation of the arts. We also understand the importance of children’s self-expression to a happy and healthy mind.

### Aims:

- Become proficient in drawing and creating other art crafts activities
- Develop and share their ideas, experiences and imagination through arts
- To know about great artists and architects in history

### Implementation

To achieve our Art and design intent, we use KAPOW, a curriculum that covers a range of techniques and media, including drawing, painting, sculpture, and digital art. We ensure that each year group has a balanced range of topics that build pupils' artistic skills and knowledge progressively. In addition, we facilitate opportunities for cross-curricular learning by integrating art lessons with other subjects such as science and history, to enable pupils to extend their learning beyond just the technical skills of art.

We promote a growth mindset approach to art and design, encouraging our pupils to take risks, be reflective and learn from mistakes rather than focusing solely on the finished product. We respect the individuality of every child and their unique creative abilities by providing opportunities for personalization of tasks and developments of interests.

Our lessons include elements of research, experimentation, and reflection, enabling pupils to explore the cultural significance of art across different times, cultures, and contexts. We also encourage them to appreciate and value the artwork of others, promoting respectful feedback, and peer-to-peer collaboration.

The Kapow curriculum has helped our school find an organised way to teach art and design. In all our classes, children have a sketch book to record their learning/ art designs and express their feelings and

thoughts. Overall, our children are learning about the importance that art has contributed on culture and the world around us.

## **Impact**

Our Art Curriculum is planned to demonstrate progression in art skills. We measure the impact of our curriculum through the following methods:

- Learning walks
- Discussions with children about their art, which includes, talks about their thoughts, and ideas

What we expect to see across the school:

- Children asking questions as starting points to their work
- Children who can express their ideas and feelings through their creative work
- Children who are confident to talk about their own art
- Children using a range of materials, tools and techniques competently and safely

Our Art and design curriculum at Margaret Roper Catholic Primary School promotes high levels of engagement, interest, and curiosity in a subject area that is challenging, innovative, and creative. Through our curriculum, pupils develop artistic technical skills, gain cultural knowledge and appreciation of the art world. In addition, our curriculum equips pupils with personal skills such as independence, resilience, collaboration, and communication skills.

Pupils demonstrate a progression in skills, knowledge and understanding over time, with higher engagement and enthusiasm for classwork and extra-curricular projects. They develop a love for art and design and appreciate their unique creative abilities.

Through the careful monitoring and assessment of our Art and design curriculum, we identify areas for further improvement and development, and we constantly involve our pupils in the design and delivery of the curriculum. By doing so, we ensure we are providing a curriculum that is responsive, aspirational and enables all pupils to achieve the best possible outcomes. Teachers observe and assess throughout lessons, adding notes to their planning. Data is inputted on to in house shaded sheets termly.

Overall, our Art and design curriculum at Margaret Roper Catholic Primary School is designed to inspire and challenge pupils of all abilities, and to enable them to develop a lifelong love for the arts. It aligns with the latest Ofsted inspection frameworks, ensuring that we are providing an outstanding provision in this area.

## **Teaching and Learning**

The Kapow Scheme of work is designed with strands that run throughout;

- Generating ideas.
- Using sketchbooks.
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour).
- Knowledge of Artists.

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- Evaluating and analysing.

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 are woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows children to revise and build on previous knowledge.

Units in each year group are organised in to four core areas;

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

The planned progression of skills and knowledge shows that skills are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each year. It also demonstrates how knowledge builds in the formal elements of Art.

The units fully scaffold and support age appropriate sequenced learning and are flexible enough to be adapted to topical learning making cross curricular links if the teacher deems it appropriate. Creativity and independent outcomes are robustly embedded in to each unit, supporting children to make their own creative choices and decisions so that their art outcomes, whilst being knowledge rich are unique to them.

Weekly taught lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Kapow supports teachers by providing differentiated guidance to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils learning are taken. Knowledge organisers for each unit support children by providing a visual record of key knowledge and techniques learned, encouraging recall of skill processes, key facts and vocabulary.

To ensure the delivery of Art is of high-quality teachers who may lack confidence in their own artistic ability can access specialist videos available for each unit. It is vital that teachers feel supported in delivering high quality art lesson to ensure pupil progression. Opportunities for CPD are offered throughout the year.

### **Equal Opportunities and Inclusion**

All staff will be expected to give every pupil the chance to experience success in their learning regardless of ability, gender, race or cultural background. Teachers ensure that the curriculum is appropriate for the needs of the children.

Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

## **Assessment, Attainment and Progress**

The Subject Coordinator's plans alongside the Kapow Curriculum and resources should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Before each unit, teachers establish the pupils' level of knowledge, understanding and skills. These assessments are used to refine planning to make it suitably challenging.

Children are given verbal feedback throughout their unit of work. Comments are written on teacher plans which apply to the learning objective and planning is evaluated. Teachers then adjust plans to reinforce knowledge and understanding or further extend pupils knowledge. Photographic evidence or pieces of work are kept by each year group. These are used for future plans and to aid the pupils understanding.

## **Assessment, Recording and Reporting**

Pupils work will be recorded in sketch book as they complete each lesson, where appropriate photos will be used for each unit of work they complete. This will encourage the pupils to record their observations, designs, evaluations and much more in a coherent and organised manner. Coherence of assessment across the school is supported by discussion and consultation between staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work.

Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products. The class teacher monitors progress in Art by:

- informal discussions with children;
- assessing work and progress;
- observing children.

Teachers analyse pupils' progress at the end of each unit of work and formal assessments of pupils are made on shaded sheets termly.

## **Celebration**

As a school, we celebrate the children's artwork by displaying it around the school for appreciation. During the school year, we participate in whole school art themes together and showcase our similar, but different works in our classrooms and around the school too. For example, we may hold an Art Gallery in the school hall to show case each classes efforts.

## **Resources – Health and Safety**

While individual class teachers must judge for themselves whether or not their class is able to use a particular resource the following guidance must be adhered to:

The class teacher will be responsible for the health and safety of themselves, LSAs, pupils and visitors within the class. Pupils should be made aware of hazards, risks and risk control and encouraged to:

- collect, use and return tools and equipment safely
- follow clear instructions
- only move around the classroom when necessary
- wear safety equipment whenever necessary

The following is accessible in school for lessons:

**Glues:** Pritt-Sticks: These may be used by children as soon as they are competent not to get any in their eyes, mouth etc.

**PVA/Hobby glues:** As above, in addition to some training and then general supervision.

**Glue Guns:** Only low temperature glue guns should be used. They should be used by the teacher only, until years 5 and 6, where they may be used by the child under close supervision of an adult.

**Knives:** While use of scissors is preferable, children may be required to use knives for their Design and Technology work. They should only be used by older children and can be used once they have learnt the rules, techniques and skills for cutting. They should be closely supervised while working with a knife.

**Paints:** Children should use water-based paints only. These may be used under general supervision. Emulsions (house paints) should be used by adults only or with older pupils under supervision.

**Sanding/Filing:** Sandpaper/Emery paper/Files: Sanding and filing may be carried out using these tools under general supervision as soon as the children's motor skills are sufficient.

**Saws – Hand, Hacksaws and Junior Hacksaws:** These are suitable for most jobs and may be used by the children providing they have undergone some training and have the appropriate motor skills.

**Scissors:** Blunt ended scissors: These may be used as soon as the children can actually handle them under general supervision.

**Sharp ended scissors:** These may be used under general supervision once the children can be relied upon to use the correct techniques.

**Left handed scissors:** While most children are right-handed, left-handed scissors should be made available for left handed children.

**Staplers:** Mini staplers may be used by children under general supervision. Heavy duty staplers may be used under close supervision until the children are competent. Electric staplers are never to be used in the classroom. **Staple guns are to be used only by trained adults.**

## **Review**

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil and staff interviews and questionnaires.

Policy Date: July 2023

Review Date: July 2025