

St John Vianney Catholic Primary School, West Denton



Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God

Art & Design Policy 2023-2025

Date reviewed: November 2023

Date of next review: November 2025



Our whole school curriculum vision

Vision

At St John Vianney Catholic Primary School, we endeavor to provide a broad and balanced curriculum which inspires and provides opportunities for success for all of our learners. Through our curriculum, we strive to create independent, curious, creative and critical thinkers, problem solvers and innovators. We aim to provide engaging learning opportunities that encourage our pupils to develop and fulfil their potential academically, socially, emotionally and spiritually. We strive to provide a range of activities and opportunities through a carefully sequenced and progressive curriculum in all subject disciplines, which fosters a passion for learning, stretching beyond the confines of primary school and creates lifelong learners. Our vision is that our curriculum will ignite passion, expand horizons and raise aspirations for all of our learners. We aim to equip our pupils with the knowledge and skills that will prepare them for the world of work in an ever-evolving landscape, and with the confidence, resilience and tolerance to live harmoniously with others.

Intent

Through our curriculum we aim to:

- be inclusive to all learners and provide opportunities for all learners to succeed, regardless of their individual starting points;
- foster a lifelong love of learning;
- develop a rich subject knowledge, including substantive and disciplinary knowledge, conceptual and procedural knowledge;
- make meaningful links between topics within a subject, between different disciplines and across year groups;
- make links to the world in which we live, which goes beyond the white western experience, thereby instilling a positive attitude of respect and tolerance of other societies, cultures and religions;
- raise the self-esteem of children as capable and resourceful learners;
- develop children's ability to think creatively, solve problems and innovate;
- develop children's capacity and confidence working independently and collaboratively;
- to understand the purpose and value of their learning and how it is placed on a timeline of the past, present and future.

We believe that all learners should experience success across the curriculum and be allowed to develop their own interests and passions within the curriculum. Therefore, our curriculum is delivered with the understanding that all of God's children are blessed with different talents and skills, and the knowledge that there is 'something for everyone' within both core and foundation subjects. For this reason, we ensure that the same value and high standards of learning and teaching are upheld in all subjects across the curriculum. In ensuring success for all children across the curriculum, we aim that this will create confident, resilient and impassioned children who have high self-esteem as learners.

Alongside academic success, the emotional, spiritual and physical wellbeing of children is of high priority, and as such, regular and meaningful opportunities for personal development

are integrated throughout the curriculum. We believe that it is our duty to educate and develop the whole child. Our PSHE and RSE curriculum has been refined to ensure that pupils build positive relationships with others, feel valued and those who are most vulnerable are identified and supported. Our curriculum has the flexibility to respond to the needs and priorities of our children and of the local area.

It is our aim that all children develop a knowledge and understanding of and take pride in the British Values of our rich and diverse society and its history. Throughout the curriculum, we present children with the experiences of a diverse range of people, through texts, key figures in different disciplines and exploring the history through a lens that is not always that of the white western experience.

We believe that successful learners are aware of the key skills and strategies of that help them to 'know more and remember more' and make progress. We developed a toolkit of fundamental characteristics of effective learning – LEARNER. These principles are explored with children and modelled within lessons by teachers, creating an ethos of 'lifelong learning' within St John Vianney Catholic Primary School.

At St John Vianney Catholic Primary School we aim for all pupils to receive a broad experience in Art & design. First and foremost, we intend that pupils have the opportunity to express themselves creatively, and develop their skills and confidence through experimentation with artistic materials and ideas. We endeavour to give the children experience of a wide a range of media and open their minds to the work of a variety of artists from different eras.

Intent of Art & Design

First and foremost, we intend that pupils have the opportunity to express themselves creatively, and develop their skills and confidence through experimentation with artistic materials and ideas. We endeavour to give the children experience of a wide a range of media and open their minds to the work of a variety of artists from different eras.

At St John Vianney Catholic Primary School, we believe that high-quality Art lessons will engage and inspire children to think innovatively and develop creative understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, sculpture, printing, collage, textiles, and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. Artwork should be purposeful, as a means of expression, to develop key skills and techniques or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. At our school we intend that children should master Art and Design to such an extent that they could go on to have careers within Art and Design and make use of art effectively in their everyday lives.

Throughout their time at school, children will develop these key skills set out by the national curriculum aims. These are as follows:

- 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.

Implementation of Art & Design

The Art curriculum is skills-based, and every year pupils are given the opportunity to further skills learned in previous years. Art is studied every week across KS1 and KS2 on a half termly basis. These topics alternate with Design Technology topics. Pupils use their Art books to experiment with different types of media and practise different skill sets. Where it is not possible for pupils to work in their books, as is the case with sculpture, teachers endeavour to take photographs of the pupils' work. Each topic draws influence from an artist and pupils are given the opportunity to imitate and respond to the artist's work. This work is enriched by visits from artists and visits to art galleries where appropriate.

Art & Design Content

Key Stage 1

Pupils should be taught:

- use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

EYFS

As the Nursery and Reception classes are part of the Early Years Foundation Stage, we relate the art and design aspects of the children's work to the statements and range levels set out in the Development Matters guidance, which underpin the curriculum planning for children aged three to five. The Early Learning Goals of Expressive Arts and Design (Exploring and

Using Media and Materials), (Being Imaginative) and Physical Development (Moving and Handling) link most closely to the Art and Design National Curriculum. Staff provide a rich environment both in the classroom and outdoors, in which we encourage and value creativity. Children have daily access to a craft area and painting. The adult-led activities that they take part in are imaginative and enjoyable.

Planning

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each project. Planning ensures progression throughout the scheme of work so that the children are increasingly challenged as they move up through the school. Long term planning is compiled across a whole school basis, which is determined by the requirements of the 2014 National Curriculum and the EYFS Curriculum. Planning is monitored by the Senior Team and the Art & Design Champion.

Impact

Our children enjoy and value Art and Design and know why they are doing things, not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

By the time children leave St. John Vianney school, they will have had experience of drawing, painting and sculpting with a range of media, such as clay, pencil, charcoal and watercolour. They will have learned and revisited a wide range of skills, and been given the space to make mistakes, learn from these and improve. As such, pupils leave St. John Vianney with a level of confidence in their artistic ability, and use this as a springboard for their endeavours at secondary school.

Pupils with SEN

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 SEN Support Plan.

Metacognition in Art

Within all subjects at St John Vianney, teachers employ metacognitive strategies in lessons, which are based upon EEF research and guidance. In Art, these strategies are evident within lessons, through:

- activating relevant prior knowledge from previous lessons within an Art topic, across previous Art topics and previous year group Art topics (vertical curriculum links);
- activating relevant prior knowledge from other curriculum areas within the current year group (horizontal curriculum links);
- activating relevant prior knowledge from other curriculum areas and year groups (diagonal curriculum links);
- explicit instruction of artistic strategies, knowledge and skills;
- teacher modelling of artistic strategies, knowledge and skills, and effective learning behaviours in Art;

- memorisation of artistic strategies, knowledge and skills;
- guided practice of tasks in Art;
- independent practice of tasks in Art;
- structured reflection upon understanding and learning behaviours, which is seen in Art, namely through discussions within lessons, feedback and verbal self-assessment.

Metacognition is also promoted across whole topics of work, such as through the use of topic knowledge organisers, which encourage children’s retention of knowledge and skills by drawing prior learning back into the working memory, building upon it and creating schemas in the long-term memory – the principle behind this being to ensure that learning is not forgotten. Knowledge organisers allow children to keep track of their learning, where their learning is going next and any key vocabulary or techniques for the topic of work they are studying. This affords children an opportunity to monitor their own learning, which is important in fostering self-regulated learners.

Assessment

Assessment of children’s work in art and design is an ongoing monitoring of children’s understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.

EYFS pupils’ progress and attainment is tracked telling us whether each individual child is below expected, at expected or above expected attainment for their age.

Monitoring

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 leaders. The work of the subject leaders 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 Art and Design subject leaders gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children’s work and for visiting classes to observe teaching in the subject.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, in line with the School Policy for Equal Opportunities.

Supporting Documents

This policy is to be read in conjunction with and used alongside the subject 3I statement and where appropriate the End of Year expectation document.

Headteacher’s signature _____

Art and Design Lead’s signature _____

Chair of Governor's signature _____

Date: Governor approval 30th November 2023

Renewal time frame: Revisited every two years