



*Jesus is the centre of our lives,  
Our learning and friendships.*

*In a safe, happy and caring community*

*Where all are welcome.*

**HOLY CROSS CATHOLIC PRIMARY ACADEMY**

**ART POLICY January 2023**

**REVIEW February 2025**

## **INTENT**

### **Vision**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Art contributes to the moral, spiritual and cultural dimensions of school life, and it contributes to cross-curricular skills and themes. Art has a role in encouraging experimentation, curiosity, interest and innovation in problem solving. The value of learning through art prepares pupils for the future by encouraging self-confidence, a sense of personal identity, enjoyment, satisfaction and pride in achieving personal outcomes.

This policy outlines the teaching, organisation and management of the Art taught and learnt at Holy Cross Primary Catholic Academy.

The implementation of this policy is the responsibility of all teaching staff.

### **Aims and objectives**

The aims of Art and Design are:

- To enable all children to have access to a varied range of high-quality art experiences
- To provide an imaginative, inspiring and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider community.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experiences.
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences
- To equip children with the knowledge and skills needed to experiment, invent and create their own works of art, craft and design.
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

## **IMPLEMENTATION:**

### **Teaching and learning**

- Each class teacher will provide adequate time for developing Art skills by ensuring that dedicated Art lessons take place over a half term, during each school term.
- During each unit of work, children will explore and study the work of a great artist or designer.
- All lessons will have a clear learning objective, steps to success and success criteria, which are shared and reviewed with the pupils effectively.
- Lessons are skills based, and each half termly unit focuses on drawing, sculpture and 3D, painting and mixed media or Craft and Design. Through these units, children will cover the main processes of drawing, painting, printmaking, collage, textiles, sculpture and Digital Media.
- Lessons make effective links with other curriculum areas and subjects.
- A good use is made of the outdoor environment and computing equipment.
- Class teachers ensure that activities are challenging, motivating and extend pupils' learning. As children progress through each year group, they develop their techniques and skills in the main art processes, following a curriculum that plans for breadth, depth, continuity and progression.
- Fundamental skills such as drawing, sketching, use of shape and colour and imagination are built upon with each new topic so that children feel confident to apply these independently.
- There is a good balance between teacher modelling and children having opportunities to discuss and experience using a variety of resources.
- Teachers encourage children to think critically about creative work, including their own.
- All children from Year One to Year Six have an art sketchbook, which serves as a record of their work. This is passed up to the next teacher at the end of each year.

### **Foundation Stage**

The Early Learning goals set out the learning objectives for the foundation stage, with Art included within the area of 'Expressive Arts and Design', as well as making links to other areas. During the Early Years, children are given the opportunity to explore colour, texture, shape and form in two and three dimensions. We provide a rich environment in which we encourage and value creativity and children have access to a wide range of art materials.

### **Key Stage One**

During Key Stage One children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space, and pattern and texture and use them to represent their ideas and feelings.

### **Key Stage Two**

During Key Stage Two children develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements.

### **Planning**

- Long term planning is based on the National Curriculum programmes of study and is supported by the Art and Design scheme, KAPOW. Units and coverage are recorded on the school Long Term plan. Long and medium-term planning is skills based, focusing on the main art processes of drawing, painting, printmaking, sculpture, collage, textiles and digital media, linking with work in other subjects where appropriate.
- Medium term planning takes place jointly within the two key stages, and identifies learning objectives, activities and appropriate time to be spent on each unit.
- Short term planning builds upon the medium-term plans, considering the needs of the pupils and other relevant considerations.
- The planned activities in Art and Design, build upon the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we have a clear progression within our scheme of work so that there is increasing challenge for children as they move up the school.
- Teachers will ensure that they comply with the school's planning formats and ensure that planning is given to the headteacher at the beginning of each half term.
- In the Foundation Stage, teachers use KAPOW, Development Matters and the Early Years Profile to plan child led Art activities in their indoor and outdoor provision, again using the appropriate planning formats.

### **Assessment**

- Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class regularly, tracking children's progress against the skills objectives. We strive to make our assessment purposeful, allowing us to identify and fill any gaps in learning and to ensure that all children are challenged and supported effectively.
- In our school, we make a judgement at the end of each term against the skills that have been covered. Through this assessment, we identify children that are emerging, working at the expected level, or exceeding. These assessment grids are filled out through the year, and passed to the next teacher, following the children throughout the school.
- At EYFS, assessment occurs daily through observations. The teachers also make judgements using Development matters and the Early years profile, and use this curriculum to inform next steps for the children. Attainment in the Early Years is tracked using Target Tracker termly.

## **Inclusion**

We will provide an inclusive curriculum which will meet the needs of all pupils, where the teaching and learning, achievements, attitudes and well being of every learner matter.

## **Equal Opportunities**

All children have equal access to the curriculum regardless of their gender or background. First Quality Teaching is at the heart of what we provide at Holy Cross and if necessary, teaching is adapted to suit the learners in the class. This is noted quickly and efficiently to ensure that all children achieve their full academic potential.

All children with Special Educational Needs are recognised and given full access to the range of art activities and support, either through adult support, or adapted materials if needed. At all times understanding and sensitivity is shown to all pupils regardless of their artistic ability. This is in line with the schools SEN policy.

Those with a particular aptitude in art and design will be encouraged to develop further.

## **Equality**

At Holy Cross Catholic Primary Academy, equality considerations are central to all that we do. We are committed to promoting equality of opportunity and to preventing all unlawful discrimination whether against individuals or groups on grounds of age, race, gender, physical or learning disability. Equality is simply not a minority issue. It is important to everyone.

## **Resources**

- All Art resources are labelled and stored centrally within the Art Resource cupboard.

## **Responsibilities**

It is the role of the Art Team to:

- Purchase, organise and maintain teaching resources.
- Produce and monitor the long-term curriculum maps to ensure coverage of the scheme of work for Art.
- Monitor and review medium term plans for Art to ensure progress across the school.
- Manage a delegated budget.
- Manage own performance and development.
- Provide guidance and support for all who teach Art and so improve the quality of continuity of art teaching and learning throughout the school, e.g. working alongside staff, organising workshops, presenting new ideas and initiatives at staff meetings.
- Monitor the ability of all children throughout the school to ensure that children are making good progress.
- Review and report on the school policy.
- Co-ordinate displays.
- Organise visits and arrange for artists to visit the school.
- Liaise with outside agencies to develop effective links with the local community.

## **Health and Safety**

Individual teachers are responsible for their own classroom environment, to ensure that it is a clean and safe place for the activity. The class teacher must ensure that every individual knows how to use the tools correctly and that they are stored safely. Children will have access to certain art tools and materials and will be taught how to select and use them appropriately.

## **Monitoring and Evaluation**

The monitoring of the standards of the children's work and the quality of teaching in art and design is the responsibility of the subject team. Time is allocated for the vital task of reviewing planning, children's work and for visiting classes to observe teaching.

## **IMPACT**

As a result of our Art teaching at Holy Cross you will see:

- Children who enjoy the self-expression and creativity that they experience in Art and Design.
- Children who have experienced of a range of media, that they use confidently to express their ideas.
- Children who can confidently talk about the skills and processes that they have used in their work.
- Engaged children who are challenged and supported effectively.
- Cross-curricular links in art, where children have been able to show their understanding in other subject areas such as RE, History and Geography.
- Children who can confidently evaluate their own work, and talk about the work of others.
- Children making good progress, evidenced by clear tracking and monitoring.

## **Safeguarding**

Our school takes its responsibilities of safeguarding children very seriously. All staff will ensure at all times that the safety and well-being of children is the first consideration. Staff will consider the health and safety aspects of any activities offered to children and check the suitability of any visitors engaged to work with the children.