



*Holy Rood Catholic
Primary School, Swindon.*



Art & Design Policy



School Vision:

Belong

At Holy Rood Catholic Primary School we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

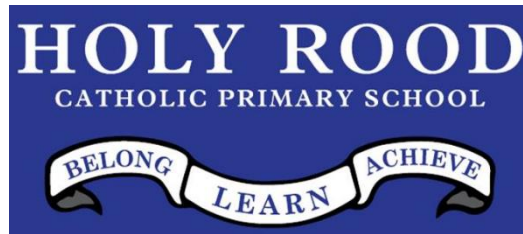
Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:





Belief + Hard Work + Understanding = Success

Our Art and Design Vision:

At Holy Rood, we believe that Art and Design is an important, creative discipline where children can learn new skills, get creative and use their imaginations. We believe that every child is an artist and that a high quality Art and Design education allows children to express themselves in a creative, imaginative manner and through exploration.

In order to achieve a high quality Art lesson, pupils will learn the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils will learn to think critically to develop a rigorous understanding of Art and Design. We recognise that Art should engage, inspire and challenge pupils whilst equipping them with the knowledge and skills to experiment, design and generate their own works of art. Through high quality teaching, the children will learn about great artists and designers, and the works they have created showing how art has shaped our history contributing to the culture, creativity and wealth of our nation. Art, craft and design embody some of the highest forms of human creativity.

Curriculum Intent: Skills

We aim for all pupils to:

- ✓ 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.

Curriculum Implementation:

Art and Design Lessons:

At Holy Rood, each lesson focuses on a manageable step of new learning based on the National Curriculum statements. The focused sessions allow our children to develop Art concepts in order to gain a deep and secure understanding of the new learning. KS1 will cover the following areas of Art: drawing, painting, printing, collage and sculpture. KS2 will cover the following areas: drawing, painting, sculpture, collage. Year 6 also work on a digital media unit too. Three projects are required per year meaning Art is studied for 3 out of the 6 terms. These areas can be linked to topic work being completed in class, for example, printing wallpaper in a Victorian style.

Typical Unit Structure over a term:

1. We are inspiring – initial stimulus for art project. This may be a work of a particular artist, movement, experience. Children have the opportunity to look, touch, discuss, ask questions and make observations.
2. We are practising – teachers model skills and techniques and familiarise children with materials and media. Children then have the opportunity to practise these techniques.
3. We are creating – children produce their final piece while being encouraged to remember key skills and techniques taught in the previous stage.
4. We are appraising – children evaluate their finishes pieces and those of their peers. Teachers model and teach explicitly the metacognitive language needed to do this.

Planning:

To support teachers with the planning of the Art lessons, Holy Rood follows the Curriculum Progression documents highlighting the progressive skills, knowledge and vocabulary throughout the years. These documents have been carefully crafted to follow and provide a deep and rich curriculum through a mastery approach. They build on prior knowledge and vocabulary to support this. Each teacher has their own year group's progression document to follow and from which to plan.

We use a variety of teaching and learning styles in Art lessons. Teachers ensure that the children apply their knowledge and understanding when developing skills, practicing and creating their final piece of art and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. All pieces of art are treated with respect. A good quality finish is expected in all art pieces appropriate to the age and ability of the pupil.

Throughout the year, the Art units are recorded in a cohort floor book showing the Art process and sequence of Art lessons. The cohort floor book shows evidence of children's outcomes and responses and are used to record teachers' assessment.

During the school year, there is a curriculum day dedicated to Art to allow children the time to focus on an end-to-end project and to enhance their understanding of the Art process. Throughout the Art day, each child completes their work in their sketch book following through the unit structure and suggested sequence of lessons.

Presentation in books:

Each child has their own Art sketchbook where their individual art work will be kept from the Art curriculum day. At Holy Rood, there is an expectation that children complete their sketchbook in pencil (or pen if applicable) when writing. When drawing and labelling their designs, children use a ruler and pencil to ensure neatness.

The other units of work are recorded in a cohort floor book showing the art process and sequence of art lessons. For each stage in the art process, there is a page minimum evidence in the floor book. The objectives and skills from the year group progression sheets are stuck on an assessment sheet at the beginning of the project in the floor book and then work evidenced below. The evidence may include observations about what children are doing, photos of children's work (good examples), and speech bubbles of children's own verbal responses and comments.

Marking:

All teacher marking is completed in green pen. This may be done live in the lesson alongside the child, or after the lesson has been completed. Teachers can annotate lessons plans if needed with the initials of children who have struggled or excelled at a task (especially in KS1). Within the cohort Art floor book, teachers will initial any children that are working towards (WTS) or working at greater depth (GDS) within the expected standard for their year group next to the objectives at the beginning of the art project. If the children are working at the expected standard no initials need to be written.

Assessment:

There are assessment sheets for every Art project and Art day. Assessment sheets for Art projects will be glued into the cohort floor books at the beginning of the new academic year as the floor book is passed on. These will display the 2 projects that the cohort will be completing at certain points in the year. All children will be assumed WAS unless stated otherwise. Teachers will note down children who are WTS or GDS on this page across the year. During an Art Day, teachers will have a separate assessment sheet which they will complete electronically. Again, all teachers will name and initial the children who are WTS or GDS. These are saved on the school server and used as a central point for data collection.

The subject coordinator will then collate the data to identify the lowest 20% as well as those children who are exceeding in learning in Art.

Work completed in Art will be moderated across the cohort with partner teachers.

Art and Design on Display:

All classrooms will have examples of children's Artwork on display that is specific to their year group and the teaching unit covered. Children should be given the opportunity to display and showcase their finished pieces of work. The Art and Design area will also have a vocabulary section with terminology specific to the artist being study and the skills and techniques the children are learning. Vocabulary linked to the current Art and Design topic should be on display and referred to throughout Art and Design lessons. Children should be encouraged to look at the display and use the vocabulary when commenting on their work or the work of others. Teachers follow the

appropriate year group Art progression document to ensure vocabulary is correct, progressive and suitable.

Resources:

Each class has its own supply of brushes, paints, glues, scissors and other pieces of general art equipment. The class teacher is responsible for monitoring this and informing the subject coordinator if they need to place an order for additional resources. In addition to these, some art equipment is held centrally. The central stores of Art and Design resources is maintained by the Art and Design subject coordinator.

Curriculum Impact:

“Art, craft and design embody some of the highest forms of human creativity.” – National Curriculum 2014

Following the implementation of the broad and balanced art curriculum, children will become creative learners, who have a web of knowledge about the great artists of the world and the techniques they use, and have an understanding of how Art and Design shapes and reflects the culture and creativity of the world around us. Creativity, imagination and individuality will be celebrated and children will be equipped with the tools to become confident in editing and improving the artwork that they create including evaluating their own work and expressing preferences about techniques and effects.

Children will show an appreciation of artwork and the skills and techniques needed to produce a unique piece of artwork. Children will leave Holy Rood with an enthusiasm for art and the skills they need to be ready for further study of art at KS3 and beyond.

As teachers, we will provide opportunities where children will be given the freedom to explore art using their imaginations. Children will have embedded the key Art and Design techniques needed to allow them to produce their own pieces of Art. Teachers will be confident in teaching and assessing art and be able to confidently explain why their assessment judgements were made. Art floor books will show high quality work with clear progression across year groups.

