

# Art Policy



**Ready,  
Respectful,  
Safe**

# 2023-2024

*At Cathcart Street Primary School, our arts curriculum provides children with a creative outlet to explore and express their emotions. It can help to build resilience and develop social skills. For many children the arts can be a creative outlet for releasing feelings of pressure or stress of everyday life.*

## **General Curriculum Statement**

At Cathcart Street Primary School, it is our intention to promote creativity, imagination, knowledge and skills through the medium of art and design. We aim to provide a range of experiences allowing for the development of differing ways of learning. The detailed progression of skills seeks to provide pupils with the opportunity to use colour, pattern, line, tone, texture, form and shape in a variety of processes to communicate what they see, feel and think.

Through art and design activities it is intended that children will arrive independently at conclusions and make practical decisions: playing an active role in the lessons that have been prepared for them, children are encouraged to explore ideas, meanings and visual qualities of the work of artists, craftspeople and designers.

Art offers opportunities for children to learn about the diverse roles and functions of art, craft and design in contemporary life, past times and in many cultural experiences which will enhance their ability to access education.

We understand that a broadly-based curriculum, which draws upon varied ways of learning and values the abilities of every child, is one through which children are most likely to develop their full potential.

At Cathcart Street we follow the 2014 National Curriculum.

## **The Nature of Art**

Art can be regarded as an alternative language and means of communicating the widest range of human experience and emotion. The strength of art is that it can enable us to express our own ideas and make our own decisions. Art can provide the freedom to experiment, to make unique choices to create individual responses.

Art allows the opportunity to work in alternative ways, make wider use of our senses and thought processes than we might otherwise employ. As an activity it is one that can be stimulating, enjoyable and relaxing. It can be collaborative or individualistic. Art and design pervades modern society. It affects all our lives in a variety of media and we can use knowledge and experience gained through its teaching to make informed decisions.

## **Intent**

At Cathcart Street Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural 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, printing, collage, textiles, 3D work 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. The skills they acquire can be applied to cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work

on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression 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. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

## Implementation

Teachers set out a long term overview for their year, incorporating the skills needed to engage children in art and design. Through a variety of creative and practical activities children will develop the knowledge, understanding, skills and key vocabulary required by the end of each key stage. The process includes investigating, exploring and then creating works by a range of famous artists, sculptures and designers.

**EYFS** Children explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunity to explore textures, movement, the feel and look of different media and materials. They develop their understanding of a range of media, manipulate them to create different effects expressing their own ideas. They develop skills to use simple tools and techniques competently and appropriately adapting their work where necessary.

**KS1** lessons include progressive skills using a range of media and materials creatively to design and make products in the disciplines of drawing, painting, sculpture, collage, printing and textiles. Children learn to develop and share their ideas, experiences and imagination. The art curriculum encourages children to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space while learning 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.

**KS2** children are taught to further develop their skills, techniques and key vocabulary introduced during KS1, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. At Cathcart Street children are taught to record their observations in their art and design books and use them to review and revisit ideas. The skills taught in the previous key stage are built upon and children's mastery of art and design techniques includes drawing, painting, sculpture, collage, printing and textiles with a range of materials e.g. pencil, charcoal, paint and clay while learning about great artists, architects and designers in history.

Robust assessment at the end of each unit of work shapes future learning to ensure key skills, knowledge, understanding and vocabulary are built upon year on year as set out in the National Curriculum to support progression throughout the key stages, thus supporting children's transition into secondary education and the wider world beyond.

## **Impact**

The Art curriculum is high quality, well thought out and planned to demonstrate progression of skills in several disciplines, ensuring we equip children for their next key stage and beyond. The impact can be measured through standards achieved against planned outcomes. The school reflects a celebration of learning in 2D and 3D form which promotes discussion amongst children about their learning, thoughts, ideas, processes and evaluations, leaving children with a sense of pride in their own work, that of their peers and the school community as a whole.

## **Curriculum**

### **Early Years Foundation Stage**

Expressive Art and design is a specific area of learning in Early Years, giving children lots of opportunities to explore and use media materials while encouraging children to be imaginative.

Young children will be given the opportunity to explore colour, texture, shape and form in 2 and 3D. The children will have access to a wide range of construction, collage, painting and drawing activities, using appropriate tools and art materials.

They will be encouraged to develop their own creative ideas.

#### **Key Stage 1 children will be taught:**

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of art and design techniques using colour, pattern, line, tone, texture, form and shape.
- 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 work.

#### **Key Stage 2 children will be taught:**

- To develop their techniques, including their control and their use of materials with creativity, experimentation and with increasing awareness of different kinds of art, craft and design.
- To create sketches in their art 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 e.g. pencil, charcoal, paint and clay.
- About great artists, architects and designers in history.

## **Teaching and Learning**

- At Cathcart Street Art is taught explicitly as a sequence of lessons focusing on a given artist, craftsperson, designer or sculptor set out on the long term map. These lessons are designed to build on previous skills taught to date and are identified on the progression of skills document.
- Techniques to be developed are modelled for the class; they will be shown examples of style and medium including photographs, previous work, prints, visual stimuli, artefacts and examples. Children will be encouraged to discuss their learning, making their own observations and opinions. Care will be taken to use related vocabulary building on previous lessons.
- Whilst children can work on their own or in groups they will be encouraged to respond in their own way. They will be provided with resources needed or may be expected to make their own selections.
- Children will be supported to comment upon their own work and that of others in a constructive manner.
- To ensure progressions and development in Art children will experience; drawing, painting, printing, collage, textiles, 2D images, 3D sculptures and digital media.

## **Organisation**

Staff will teach either Art or DT each half term. Lessons will be timetabled for at least one hour per week and with approximately 6 lessons per half term incorporating two weeks of investigation work, two weeks of exploring the artist, sculptor or designer and two weeks of creating their final works.

## **Marking Policy**

As with other subjects, children's work will be responded to by teaching staff using the assessment criteria. Assessment is not necessarily about the end product but more about the knowledge, techniques and skills gained.

It is important that the child's ability to view their own work and that of others with an objective eye, and they should also be given time to evaluate and reflect on their work.

## **Assessment**

Informal assessment of progress will be made by the class teacher during lessons through questioning, oral feedback and observations. Each class teacher will update the steps on Target Tracker termly using the art assessment document linked to the national curriculum objectives.

Art books will be used to evidence the journey the children take including techniques, skills, knowledge and understanding showing the practise opportunities, sketches and or sample works along the way.

The Subject Leader will monitor and track progress across the school and review the effectiveness of the procedures implemented.

### **Monitoring and evaluation**

Monitoring and evaluation will take place throughout the year. Book scrutiny, lesson observations, learning walks, pupil voices and working walls will form part of monitoring and evaluation. All monitoring will be carried out by the Art Subject Leader, and where appropriate, members of SLT may be involved or school support team. Findings will be shared with the SLT and class teachers.

### **Inclusion**

At Cathcart Street Primary School, we teach Art to all children, whatever their ability. Art forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Art teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and adaptations to cater to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adaptation – so that we can take some additional or different action to enable the child to learn more effectively.

### **Teaching & Learning Resources**

There are a wide range of resources to support the teaching of art and design across school. all claes have a range of basic resources. Other resources including card, tissue paper, charcoal, paints, brushes etc are kept in a central location and forms part of the schools general provision. Visits are planned by year groups to enhance learning and give hands-on experiences. In addition, people with an interest, or expertise, in a particular topic or area could be invited into school to work with the children.

### **The Learning Environment**

Across the year the displays in classrooms and around the school should reflect the art and design work taking place. Displays should reflect the Artist, designer, craft person or sculptor and the key techniques taught over the topic.

### **Cross-Curricular Links in Art**

Art allows the use of other curriculum subjects, such as Maths, English and Science to be further developed. Mathematical opportunities such as geometric shapes, English opportunities to articulate their knowledge and understanding and science opportunities to explore texture and change.

For further information and a view of the Long Term Art Map and SEND Adaptations, please see the school Art Curriculum Webpage:

**Agreement Date:** December 2023

**Review Date:** December 2024

**Art Leader:** A. Brierley