

Art Policy



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS: March 2025

RESPONSIBLE PERSON: Art Lead- Miss C Roberts

Intent

At Our Lady and Saint Oswald's Primary School, we value the importance of Art and Design. It is our children's entitlement to be able to share and express their individual creativity, independence, resilience, and self-reflection. It is our intent to provide all children with the fundamental skills, techniques and knowledge needed to independently create their own unique drawings, paintings, sculptures, and crafts. We want the children to have a natural sense of wonder and curiosity when studying a wide variety of artwork. We empower children to discover great artists that will enable them to explore their own and other's cultural heritages. We give the children the time and space to explore new themes, new sensations, and ways to be creative without the need to be perfect. At Our Lady and Saint Oswald's, we believe that the process takes precedence over the product. We want our children to see the enjoyment and satisfaction in the process of producing art. It is through the children's personalised experience of art at Our Lady's, that we enable the children to feel safe, secure, and happy, to produce their most creative work.

Aim

The school believes that art is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

The school will provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

Characteristics of an Artist:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations,
- convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.

- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Implementation

This Policy and the resulting units of work, has been developed with reflection upon the National Curriculum (2014)

The teaching and implementation of the Art and Design Curriculum at Our Lady's is based on the National Curriculum in KS1 and KS2 and **Development Matters in EYFS** and are both linked to topics to ensure a well-structured approach to this creative subject. We teach a skills-based art curriculum, which allows the children to express their creative imagination as well as providing them with the opportunities to practice and develop mastery in the key processes of art. This is supported through the studying of key artists (which can be found in our Long-Term Planning) and the development of a knowledge of their work.

It is up to our teacher's discretion, experience, and judgement to plan effective sequences of lessons for their children- whether this is a block of lessons, a whole day of art or on a

weekly basis. We are flexible to meet the children's needs and tailor their experience of art based on their interests, skills, and what areas they need to develop further. We ensure that progression is being made in children's skills and knowledge of drawing, printing, painting, colour, sculpture, texture, and pattern, by following a skills progression document.

In EYFS the children have daily access to a variety of media and materials which they can explore to produce their own creative work. Provision is carefully planned to suit the interests of the children, whilst developing the necessary skills they are working on. Through on-going observations of the children, the adults have an in-depth knowledge about each child's development. This ensures that the adults facilitating learning know each child's next steps and can give the children the learning opportunity and experience they need to develop their skills in art. We place high importance on EYFS, as we know this provides the fundamental base for all learning.

It is then in KS1, where the fundamental skills are developed and we look for any gaps in the children's skills, so that we can close any gaps at an earlier stage. By upper KS2, we aim for the children to use all the skills and knowledge that has been built upon year after year, to apply it to a variety of media and materials.

In EYFS we document children's art through displays so that the children can see their own artwork and reflect upon it. KS1 and KS2 both use sketchbooks to

document their art learning journey, they are given time with their sketch books to practise new skills before applying them to create a new piece of artwork.

As well as this, art is promoted throughout our school through a variety of platforms. We hold after school craft clubs , whole school collaborative projects that we invite parents in to enjoy, art competitions. We also take pride in displaying the children's artwork as well as great artists and photographers, around the school in 'Art Galleries,' and hope to encourage the children to develop a language for art through discussing the artwork we expose them to.

Curriculum Content and Planning

At Our Lady & St Oswald's Catholic Primary School, we use National Curriculum as the basis for our curriculum planning. This ensures that all our children, whether in mixed-aged classes or in separate year groups can progress and achieve equally. The curriculum breadth for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge.

The Role of the Art Coordinator

The art coordinator will:

Promote art

- Review regularly the school's art scheme of work and policy, to ensure that they meet the requirements of the National Curriculum, that they are accessible and familiar to all staff, and to ensure that they are modified to reflect any changes, for example new resources or expertise, within the school.
- Be a source of reference for colleagues, and ensure that they are aware of new developments in art.
- Keep up to date on developments in the teaching of art and attend professional training when appropriate.
- Attend the EIP Network meetings for Shropshire.
- Provide a range of high-quality resources and venues for which to take the children to see art in galleries or in the natural environment.

Monitor

- Monitor continuity and progression in art, by consultation with colleagues and observation of pupil's work
- Monitor the provision of resources for art.
- Have an overview of teaching art in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.

Guide

- Lead training to support the teaching of art: the development of a scheme of work; the development of skills; the development of an understanding of the place of art in children's learning
- Disseminate information about current available in-service training
- Give guidance on procedures for assessment and recording consistent with the school's assessment policy.
- Support less confident colleagues.

Classroom management

- Materials, equipment and resources for art are organized to promote effective use by pupils. They are clearly marked or labelled to allow actual or visual access to the children.
- Educators demonstrate the ways in which specific materials, tools and processes are organized and pupils are expected to take an increasing level of responsibility for that organization.
- To ensure consistency and development of practice across the school, there are agreed procedures for common activities: the usage and mixing of powder paint, for example. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Teaching

Whilst art will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art.

- These activities will take account of children's previous experience in art.
- Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.
- Where the supervision of art activities is delegated to teaching assistants, they will have access to training and be able to support pupils effectively.

Progression and continuity

Progression and continuity are ensured by reference to the whole school map or scheme of work for art, and by each educator's awareness of the activities they should be presenting to their pupils and how these build on the previous art experience of their pupils. Art is planned and delivered using the National Curriculum.

Impact

Evaluation and recording

Evaluation procedures are followed which relate to the school's overall policy for assessment, and to the National Curriculum art. This information will be passed onto parents in the annual school report.

Evaluation relates to the learning objectives for each art activity.

Evaluation procedures can include some of the following:

- A common task at the beginning or end of each school year, an observational drawing of a plant, person or object, for example
- Individual art portfolios containing selected, dated, annotated pieces
- Individual sketchbooks containing dated, annotated pieces
- A whole class discussion about work at the end of each stage of its development

Children in EYFS will be judged at the end of year against the expected outcomes at the end of their Reception year.

Recording is kept to the minimum but is enough to note an individual's progress and to provide guidance for future learning and teaching.

Special needs and equal opportunities

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

Resources

A range of basic resources for drawing, painting and working in three-dimensions is available in each Key Stage. They are presented in such a way that they are accessible, attractive and are maintained in good order.

Additional, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning about artists, designers and craftspeople are available in the classrooms and the library.

The school has a range of natural and made objects from a range of cultures for use as a stimulus for work from observation and imagination. This is supported by educators' individual collections.

When appropriate the school uses outside resources, such as gallery visits and visits to the school by artists and craftspeople to support pupil's learning in art.

Funding

Management for the funding for art is the responsibility of the art coordinator, in consultation with the headteacher and other colleagues. Monitoring will take place to enable planning for the routine replacement of equipment of materials and for the acquisition and development of art resources.

Display and presentation

The school recognizes that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organization and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

Health and Safety

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

The school may decide that it will make its own specific ruling on the use of certain tools or processes.

Care needs to be taken with following:

Craft knives, saws and other sharp tools the school will make a risk assessment of the above tools and advise on the way they may be used to make art. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures.

Review procedures

The school's art policy will be reviewed after one year, and afterwards when:

- Following an inspection whether general or subject specific
- A new coordinator is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety, for example
- There is an impending Ofsted inspection