



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

Art and Design

Guidance and Procedures

Intent

At the heart of our curriculum are our 6Cs: character, citizenship, communication, collaboration, creativity and critical thinking. At Our Lady and St Hubert's these drivers shape our curriculum, bring about the aims and values of our school, and respond to the needs of our community. In line with our school's pedagogical approach, we also look to develop our children's retention of the key skills and knowledge within art design, so they can develop their mastery of this subject.

Art and design has a very important place in our curriculum, and with this in mind we obviously want our children to develop their confidence, have enquiring minds and be willing to take risks, but most importantly we want our children to have a love and passion for this subject. At Our Lady and St Hubert's, we see this subject as a vehicle for creativity and individual expression and communication. Through visual, tactile and sensory experiences our children explore a special way of understanding and responding to our world, which allows them to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. As well as this, our curriculum provides opportunities for collaboration and critical thinking, through self and peer evaluation of a pupil's own work and that of the artists they will have studied to inspire their work. They will also develop an understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our curriculum for art and design aims to ensure that all pupils can:

- Produce creative work, exploring their ideas and recording their experiences
- Improve their mastery of art and design techniques, by becoming proficient in drawing painting, sculpture and other art, craft and design techniques, using a range of materials
- 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

At Our Lady and St Hubert's, art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

- *Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.*
- *Having the opportunity to examine natural objects, everyday artefacts, historical artefacts. Developing clear links between art and design and I.C.T. opportunities.*
- *Encouraging children to work individually, in pairs, small groups and as whole class when required.*
- *Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.*
- *Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.*

We have created a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like professional artists.

The key concepts in art and design we plan a progression for are as follows:

- *Drawing*
- *Painting*
- *Printing*
- *3D*
- *Collage*
- *Use of IT*
- *Knowledge*

The Early Years Foundation Stage

We encourage creative work in the nursery and reception class as this is part of the foundation stage. We relate the creative development of the children to the objectives set out in the early learning goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play, and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

Key Stage One

During key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

Key Stage Two

During key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the wider world.

Curriculum planning

Art and design is an integral part of our curriculum and, wherever possible, will be delivered in a cross-curricular way. Our framework is taken from the National Curriculum and each class will have at least four topics to complete across the academic year. This will incorporate skill teaching, the study of particular artists, evaluating the art and design of others, making and evaluating their own pieces of art and design in a range of genres.

The curriculum map for art and design adopted by Our Lady and St. Hubert's School has been developed from the National Curriculum 2014. In addition, pupils will develop their knowledge and understanding in art and design further through thematic weeks, individual learning, specific themes, cross-curricular opportunities and enrichment opportunities.

The curriculum map for art and design (Appendix 1) provides progression in knowledge and skills throughout the school. It also allows opportunities for monitoring and assessment. The subject map is intended to link in with other curricular areas; it should be resourced by using the school curriculum map,

the progression framework resources, real experiences and other resources appropriate to the Programme of Study. Resources for art and design can be found in the art resource cupboard. Advice on what is available, can be sought from the subject lead.

Curriculum planning (Appendix 2 – DC Pro objectives)

1. Use Curriculum mapping document to identify relevant units for the term.
2. Use the school medium term planning sheet to identify key activities, resources, questions, learning outcomes. Particular reference should be made to age-related expectations for pupils based on guidance in the national curriculum, their starting points and ability. The medium-term planning sheet should be uploaded as a medium-term plan to the year group planning folder on the school intranet and kept with the paper based unit plan in the teacher's planning folder.
3. Reference as to which part of the medium-term plan is being covered should be made on the weekly planning sheet, with further detail provided where needed by the teacher and so that progress through the unit can be easily identified by the subject coordinator and leadership team.
4. Medium term plans should be annotated with outcomes regarding learning that has taken place, learning outcomes and implications for future teaching and learning.

Whole school practice and teaching time

- Focus areas in each year group throughout KS1 and KS2 as outlined below
- These can be taught weekly, or as a block of lessons during the term and can be used as a scheme of work or a reference point for learning objectives and outcomes
- Reference should be made to the Skills Progression on DC Pro for age-related skills and expectations
- Resource lists should be passed to the subject lead in a timely fashion for ordering and items specific to particular year group projects kept in year group storage areas. General resources to be stored centrally in the art cupboards

Impact

At Our Lady and St. Hubert's School, we want our art and design provision to impact our children in the ways listed below. We want our children to become adventurous, artistic, creative pupils. In order to achieve that, our children will show the following skills and attributes:

- Have a love and passion for the subject
- The ability to use visual language skilfully and convincingly to express emotions, interpret observations, convey insights and highlight their individuality.
- Work with interest and confidence, knowing that their opinions will be valued
- Use a variety of media, tools, materials and equipment safely and with confidence to produce art and design in a range of genres
- The ability to draw confidently and adventurously from observation, memory and imagination.
- Work with safety to apply relevant skills to produce quality pieces of art and design
- Work co-operatively, safely and tidily
- Plan and work individually and as part of a team
- Evaluate and make appropriate modifications within their art and design projects
- Critically evaluate and discuss the artwork and designs of others
- Have a knowledge and understanding of other artists, craft makers and designers.

- Record their ideas and designs in a variety of ways, including using sketchbooks

6Cs

To succeed in the 21st century, we understand that the children need to be taught (and have time to develop) key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning': creativity, character, citizenship, critical thinking, collaboration and communication.

The 6Cs and Art		
How our 6Cs will be evident through our Art curriculum		
Character	Citizenship	Communication
Children discuss their artistic products, based on criteria related to the assignment and then may implement changes to improve his or her artistic product. Children find the need to adapt to varied roles and responsibilities to complete the artwork.	Children connect with the work of an artist/ designer/ architect and use their ideas for creating artwork around a common theme. Students apply what they have learned to create works reflective of cross-cultural understanding of the theme.	Children examine how artists/ designers/ architects use their work to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the viewer. They analyse and compare these devices.
Collaboration	Creativity	Critical thinking
Children demonstrate the ability to work effectively with diverse teams, on a group project. They exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. They assume shared responsibility for collaborative work.	Children research works of art to identify how different artists have created work relevant to their lives and the world around them. Children analyse the works to identify distinguishing characteristics that reflect each artist's creativity. Children then produce multiple sketches to explore several approaches they might take to create a finished work. Children select and refine one idea from among their sketches to create a painting, and revise the painting during the creative process.	Children view and critique multiple works of art, created by themselves their peers and past artists/ designers/ architects. Children use mutually agreed upon criteria (elements and principles of art and design, subject matter, technique, style, etc.) to describe, analyse, interpret, and make informed judgments about the artwork.

Planning & Assessment

Planning

Subject planning should be evident in medium and short term planning drawing on the long term school curriculum maps with termly/annual changes based on specific events/themes. Planning should be in line with school planning methods. The curriculum mapping document (Appendix 1) identifies the subjects and units to be studied by each year group, along with their timing which considers other topics studied. Teachers should use this to inform their medium-term, objective based planning, identifying the objectives from the scheme to be taught and learnt that term or half-term, activities, resources, use of IT and cross-curricular links. A weekly planning sheet will identify which lessons are to be taught when. Both forms of planning will be monitored periodically by the Art and design coordinator in line with the school Monitoring Policy. Unless a note is made to the contrary, it is assumed that all work planned has been covered.

Assessment

Teachers should use Knowledge Organisers as the platform to assess their class. On the medium term planning sheets, teachers should also identify key questions along with the learning outcomes which should have been achieved during the units studied and identify the different levels of achievement which may be expected within a class, using the subject expectation and skills guidance as a guide.

SEND, Pupil Premium and Inclusion for all

The implementation of this art and design policy is in line with the school's inclusion statement:

"Our Lady and St. Hubert's is an inclusive school guided by the Gospel values that are expressed in our school aims and governors' ethos statement. These aims promote inclusive education in its widest sense in all areas of school life."

SEN and Inclusion

Statements regarding provision for children with SEN in order to include them in learning and allow them maximum opportunity to develop and progress.

- Lessons and activities from the scheme should be planned and differentiated sufficiently to allow all children to work at their own ability level and access the curriculum, including extending the most able.
- Ideas for differentiation.
- Any special resources/equipment/ICT that will allow children to access subject.
- Role of support staff.
- SENCO as support

Provision for More Able

Some pupils will be working well above the level of others in their class and show an aptitude and/or interest in the subject. Extension opportunities should be provided for these pupils. Examples of these can be suggested by the Art Subject Lead.

Role of the Subject Leader

- *To purchase and organise the appropriate art resources.*
- *To support colleagues in the teaching of art and design.*
- *To keep up to date on the use of art in the curriculum and regularly attend training for subject leaders held by the LA and feedback new information and ideas to staff.*
- *To monitor teaching and learning and the standards of children's work.*
- *To regularly review and update the Art Policy and contribute to the school's self-evaluation programme.*

Reviewed – January 2023 – C Kettle-Moore (Subject Lead)

Date of next Review – January 2024