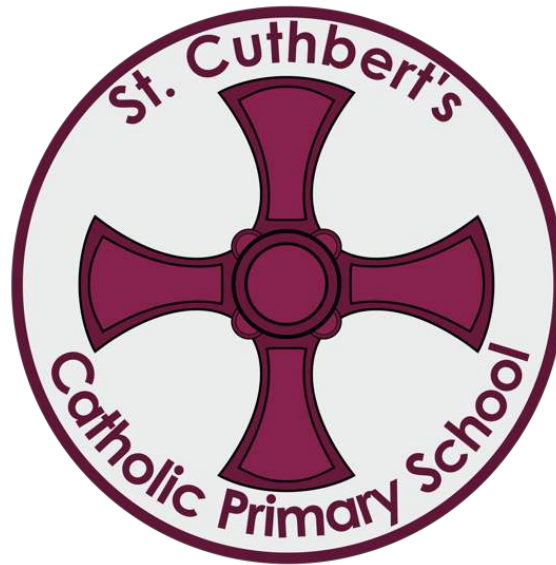


Art Policy

St Cuthbert's Catholic Primary



Approved by:	Governing Body	Date: July 2022
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1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of art:

- **Excellence:** art is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their mathematical ability to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through art.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in mathematics.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Vision

At St. Cuthbert's we are committed to providing all children with learning opportunities to engage in art and design. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. High quality art education equips children with

the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils.

3. Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

4. Aims & Intent

The National Curriculum for art (detailed below in *italics*) aims to ensure that all pupils:

- *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.*

In addition, at St Cuthbert's we ensure that our children have the opportunity to visit local galleries and work with local artists. We collaborate on community art projects and provide enrichment opportunities for art.

At St Cuthbert's we aim:

- To ensure pupils have learned the knowledge and skills set out in the National Curriculum.
- To ensure learning of skills and knowledge in art is progressive.
- To ensure our curriculum promotes resilience and co-operation and celebrates effort and improvement.
- To improve the cultural capital of our pupils by teaching them about local, national and international artists from different backgrounds and by teaching art that links meaningfully to their wider learning.
- To ensure pupils are encouraged to experiment and reflect on their own work.
- To give pupils the opportunity to visit art galleries; work with artists and work collaboratively on art projects.
- To ensure children acquire the skills to observe and use **colour, form, line, shape, space, texture** and **value**.

- To ensure children achieve increased independence to select their preferred media for a final piece of work.

5. School Curriculum Intent

5.1 Early Years

The DfE identifies three areas that are particularly important for *building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:*

- *communication and language*
- *physical development*
- *personal, social and emotional development*

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- *literacy*
- *mathematics*
- *understanding the world*
- *expressive arts and design*

In Early Years, the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

5.2 National Curriculum for Y1 to Y6

We follow the programmes of study as laid out by the National Curriculum:

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate. All schools are also required to set out their school curriculum for mathematics on a year-by-year basis and make this information available online.

[Programmes of study for Years 1 to 6 can be found here.](#)

5.3 Inclusion

All pupils are entitled to a broad and balanced curriculum and this includes art. All lessons are tailored to the needs of the children in the class. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through the curriculum will differ. We adhere to Paul Carney / NSEAD guidance where we provide scaffolds for pupils with motor difficulties e.g. using bolder lines, breaking down tasks, modelling 1:1 where possible. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with in class support through discussion. Where children make less than expected progress efforts are made to ensure relevant support is put in place to help support the child. No child will be denied a full

curriculum and concepts will be revisited if necessary to secure understanding. The cyclical nature of the curriculum enables pupils to revisit themes and further their understanding as they journey through school. We recognise that some SEND pupils may have an identified need linked to social, mental health and physical health. Where this is the case, individual SEND Support Plans will detail necessary support and where necessary a bespoke curriculum created for those children. Staff are sensitive to and mindful of individual needs.

6. Implementation

6.1 Sequences of Learning

- Long Term Planning ensures themes are taught at appropriate times e.g. alongside English or History topics.
- Medium term plans break down subjects into lessons with defined learning objectives and outcomes. These make reference to prior learning, specific SEND for the cohort, British Values, Children's Rights, other areas of the curriculum and local context.

6.2 Timetabling

- Long Term Planning is in line with the National curriculum
- Classes teach art every term
- Pupils are given opportunities to reflect on and use their learning in art across the curriculum

6.3 Classroom Environment

- Classes may have displays that reflect the current art unit of work and contain key vocabulary, artists and information
- Displays are encouraged to show work under development to show the artistic process – displays do not have to be 'finished' pieces of work and pupils should not be creating carbon copies of a piece of work but rather exploring themes, knowledge and skills and interpreting them with some independence
- Classes all have a range of art materials to support learning

6.4 Art Lessons

- Each lesson focuses on one clear objective which all children are scaffolded to achieve.
- Lessons allow pupils opportunity for creativity, reflection and discussion. It is not always relevant or purposeful to record work in books.
- Art work recorded in sketch books will be looked at by staff without being 'marked', as this is the children's art work.

6.5 Staff Development

We are committed to the ongoing development of art.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.

- We invest in high quality teaching resources which support staff understanding and pedagogy
- Leaders support staff with planning and teaching; we engage with training and curriculum development with BCCET
- Art lead teacher and DHT are involved with PATERN – a group who work on the development of art in the North East
- Art lead teacher is involved with the curriculum group at County Durham

7. Impact

Senior Leaders, art lead, teachers & teaching assistants are all responsible for monitoring the impact of the art curriculum to ensure pupils have a positive experience of art retain knowledge & apply their learning and creativity in their work.

- Teachers and Teaching Assistants use questioning, support and challenge effectively to gauge understanding in lessons and ensure the vast majority of pupils keep up
- Timetabling includes additional time beyond the art lesson to support consolidation, practise and challenge informed by identified needs in lessons
- Teaching & Learning is monitored through the Five Strand approach in line with BCCET which includes:
 - a. Checking of planning by subject lead / SLT to ensure thorough and timely coverage
 - b. Lesson observations
 - c. Shared monitoring of books with opportunities for discussion and shared practice to monitor impact collectively
 - d. Monitoring of assessment data
 - e. Pupil Voice

8. Review

This policy links to

- SEND Policy
- Marking & Feedback Policy
- Curriculum Policy
- Safeguarding Policy
- Curriculum Policy

This policy will be reviewed annually by:

- Curriculum Lead
- SLT
- Link governor or whole governing body