St. Joseph's

Catholic Primary School

Art Policy

Last Reviewed Date – March 20

Art Policy

Our Vision:

Our curriculum is integral to the fulfilment of our school vision:

Our vision is At St. Joseph's is that each individual will **learn, grow and thrive** together with love and faith in Jesus. We will embrace our gospel values and enable all children to **achieve their full potential** in a safe, welcoming and happy learning environment. We will strive to **create responsible citizens** who are **independent, confident, life-long learners** and are equipped to meet the challenges of a changing future **– the people who God calls them to be.**

'We will learn, grow and thrive together with love and faith in Jesus to achieve their full potential….'

St. Joseph's vision for the children, is that they leave St. Joseph's having achieved their full potential in all areas and have the necessary skills and knowledge to flourish to their next phase of education and life. As children learn and grow, we want them experience a deep sense of joy in everyday life and to feel happy, confident and full-filled, having enjoyed an enriching curriculum at St. Joseph's. We want us to approach our curriculum with enthusiasm and a thirst for knowledge. Through a broad, diverse curriculum and for children to develop new interests and passions. Children need a world class education which enables them to grow in wisdom, knowledge and a skills so that they may have a transformational impact upon society. We want children to receive an exceptional curriculum by inspirational, knowledgeable teachers who deliver academic excellence for all. We want our curriculum to enable long-term learning.

'Create Responsible Citizens who are independent, confident, life-long learners who are equipped to meet the challenges of a changing future…'

We want our children to grow up to be responsible citizens and good people. We want them to learn to feel, think and act with respect for themselves and for other people. We want them to feel confident and to develop a strong character whilst providing them with the necessary skills to meet the challenges of a rapidly changing world.

We want our children to leave St. Joseph's with the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom. We want them to be successful global learners: As Pope Francis said,

'We are a single family living in a common home. We have a responsibility as stewards of God's earth.'

St Joseph's Catholic Primary School

ART AND DESIGN: INTENT, IMPLEMENTATION & IMPACT STATEMENTS

Intent – what are we trying to achieve

We believe in the power of Art and Design and are committed to offering all our pupils a high-quality Art and Design education which inspires pupils to develop creativity and self expression. At St Joseph's, we believe that high-quality Art lessons will inspire children to think innovatively and develop creativity. Our curriculum is designed to equip pupils with a range of artistic skills and contextual knowledge which will enable them to create their own original works of art inspired by successful artists and well-known works of art as well as emerging local artists and creative practitioners. 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. Artistic skills sit at the heart of our curriculum, where core component knowledge in the mediums of drawing, painting, printing, mixed media and 3D form are sequentially built upon within a 3D Curriculum. When they leave us, our pupils will have formed a strong foundation of Art and Design skills through mastery of a range of tools and skills which will be built on as they continue their journey as young artists. We will deliver a knowledge-rich curriculum that:

- Systematically develops drawing, painting, printing, mixed media and 3D form, as per the progression map below.
- Focusses sequences of learning on discrete component skills and applies these to a meaningful composite outcome.
- Ensures children master the use and application of a range of tools and equipment.
- Gives children the opportunity to explore, develop and communicate their personal responses to experiences.
- Teaches pupils how art contributes to our country's history and culture.
- Provides children with knowledge and understanding of historic, modern, and contemporary artists.
- Equips children with an appreciation of art.

IMPLEMENTATION

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary

3D Curriculum

This is a term that we use at St. Joseph's which defines the way we have planned our Art curriculum. It is a curriculum that promotes remembering. Our philosophy is that knowledge can't empower if it is forgotten. So as well as planning a rich curriculum with high quality material, we have also structured it in a way that makes remembering almost inevitable.

Using our long term 3D curriculum plans, leaders will then:

Create a medium plan for each unit of work, highlighting the vertical, horizontal and diagonal links across subjects and year groups to create a memorable curriculum.

Vertical: 'high-yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of *power and rule* : this can be explored through learning the role of the monarchy in Early Years through to Year 6 learning of how Henry VIII used his power to shape the justice system during his rule)

Horizontal: Links between subjects, commonly known as 'cross-curricular' (for example, *invasion*: in Class 3 History, the Viking *invasion* of England; in Class 3 Science, microbes *invaded* bodies; in Class 3 P.E. *invasion* games. Subject leaders work hard to ensure that horizontal links reinforce learning across the curriculum.

Diagonal: Concepts connected across both year groups and across subjects; these are our Golden Threads which weave throughout our curriculum both across subjects and year groups

Diagonal Curriculum Golden Threads

Our curriculum has been designed to give children key knowledge about their identity and their place in the world. Children need to know how modern-day society has been shaped and the impact they can have in the future. Through our curriculum we ensure that children are ready for the next stage of their learning journey.

We help children to achieve our aims through our key knowledge threads:

- Diversity
- Identity
- Community
- Sustainability
- Equality

Teachers will also plan the following for each unit:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- A 'thinking square', which outlines key concepts/ideas in the learning journey to provide a baseline of current understanding and misconceptions; this will be at the start of a unit;
- Trips and visiting experts who will enhance the learning experience;

Landing Points (Planning for Progression)

Within our 3D long term plan, in order to ensure that understanding is deepened each year, in relation to the vertical links, we have developed landing points. For each vertical link, landing points set out the typical expectations for knowledge and skill development at set times.

Landing points are an invaluable tool in helping teachers to ensure progression within every national curriculum subject. They allow us to set ambitious, challenging learning goals that support pupils to develop mastery. Our curriculum is our progression model; if pupils are moving through our curriculum as expected, we are confident that they are exposed to challenging learning goals.

Adapting the curriculum for pupils with SEND in Art and Design

Art and Design is inclusive, and all pupils are given opportunity to travel the same creative journey regardless of their ability to access core lessons.

• SEND pupils often benefit from an explicit focus and pre-teaching of disciplinary vocabulary.

• For visually impaired pupils, Art learning may necessitate audio description of images. Art may also be a tactile experience – handling real paintings and sculptures to feel the textures.

• For dyslexic pupils, artists research can be completed through visual literacy and notes can be made in sketch format, removing the reading and writing barrier.

• For pupils with fine motor difficulties, chunky tools such as pencil and paintbrushes may be provided to support grip and control. Other equipment to support access may also be used.

• Teachers may identify and break down the components of the subject curriculum into manageable chunks using an 'I Do – You Do' sequence to allow pupils to see a modelled technique or outcome before creating their own.

• The use of high quality WAGOLLS that are easily accessible often scaffold the learning for SEND pupils.

ENRICHMENT AND MASTERY

At St Joseph's, we provide our pupils with opportunities to demonstrate mastery within Art in a variety of ways. Pupil voice plays an important role in the development of Art across the school. These children meet often to discuss Art across school, both within and outside the classroom. Children also have the opportunity to open their own art gallery once a year whereby they can display their work and invite parents, grandparents and parishioners in to come and share what they have achieved.

Impact:

Class teachers are responsible for the day to day assessment of Art using the tracker steps and statements. Termly data on Art progress is analysed by the Art lead. Learning walks, lesson observations, pupil interviews and book scrutinies are carried out often to review and evaluate Art and the progression of skills across the school. We have a link governor for Art and subject leaders are asked to present and share their work/findings with governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

We hope that children leave St Joseph's thinking creatively, showing self-expression through art, equipped with skills to cultivate a love for the subject and show innovation in the world in which they live.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will

: ★ Produce creative work, exploring and recording their ideas and experiences.

★ Be proficient in drawing, painting, sculpture and other art, craft and design techniques.

★ Evaluate and analyse creative works using subject-specific language.

★ Know about great artists and the historical and cultural development of their art

★ Meet the end of key stage expectations outlined in the National curriculum for Art and design.