

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL



School **Curriculum Policy and Subject Guidance** for

ART & DESIGN

(2023/24)

Curriculum Leader: Mrs Liz Kendall

Our School Vision:

"We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ's call."

Our Catholic School community works with a Christian purpose:

- To promote an enthusiasm for enjoyment of learning
- To provide a broad and well-balanced curriculum
- To challenge children to reach their full potential
- To learn about God and his creation
- To answer Christ's call through our love for each other
- To foster in children independence and a sense of responsibility



"For you are precious in my eyes"

(Isaiah 43)

CURRICULUM AIMS – OUR INTENTION:

Through Art & Design at Our Lady of Lourdes we aim for all children to learn to:

- Find enjoyment in Art and Creativity
- Hold a positive self-image and confidence
- Discover a sense of purpose and fulfilment in artistic expression
- Appreciate a wide range of artists and art works
- Experiment with a range of media
- Use a range of materials and techniques competently
- Develop their observation and description skills
- Express ideas and feelings through creative work and in both two and three dimensions
- Value and respect their work and the work of others
- Discuss their work using appropriate vocabulary

We regard Art & Design as an important subject because:

- Artistic creation can provide fulfilment throughout life
- Artistic observation can heighten perceptions

- o Art can contribute to our cultural understanding

EARLY YEARS FOUNDATION STAGE:

In the EYFS (Early Years Foundation Stage) children are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions

KEY STAGE ONE:

In Key Stage 1, children develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage, children use colour, shape, pattern and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures.

They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

They will begin to use Sketchbooks and build upon the large class Floor books from EYFS to record their experimental work and start to make comments about their likes and dislikes about their own and others work.

The children will be encouraged to look at the work of a range of artists, craft makers and designers and will begin to be able to describe differences and similarities between different practices and disciplines. They will be able to make links to their own work.

KEY STAGE TWO:

In Key Stage 2, children develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Children's experiences at this stage enable them to understand the diverse functions of art in the wider world.

Children learn to improve their use of tools and become confident in using a variety of techniques. Children increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

The children will develop their use of Sketchbooks from Key Stage 1 recording observations and using them to review and revisit ideas.

In Key Stage 2 the children need to learn about great artists, architects and designers in History.

ROLES & RESPONSIBILITIES:

| | |
|---------------------------|--|
| THE GOVERNING BODY | <p><i>The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.</i></p> <p><i>The governing body will also ensure that:</i></p> <ul style="list-style-type: none"> o A robust framework is in place for setting curriculum priorities and aspirational targets |
|---------------------------|--|

| | |
|---|--|
| | <ul style="list-style-type: none"> ○ Enough teaching time is provided for children to cover the National Curriculum and other statutory requirements ○ Proper provision is made for children with different abilities and needs, including children with special educational needs (SEN) |
| <p>THE HEADTEACHER</p> | <p><i>The headteacher is responsible for ensuring that this policy is adhered to, and that:</i></p> <ul style="list-style-type: none"> ○ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met ○ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body as needed ○ The school's procedures for assessment meet all legal requirements ○ The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum as well as considering financial implications of individual subjects ○ Alongside the subject leader the Headteacher will ensure that the Artsmark is completed and submitted to the awarding body within this year |
| <p>CURRICULUM SUBJECT LEADER</p> | <p><i>The curriculum leader is responsible for:</i></p> <ul style="list-style-type: none"> ○ Overseeing the continuity of the subject and the progression of teaching and learning within a clearly focused curriculum map. ○ They will monitor the quality of teaching and the standard of work produced. ○ Ensuring evidence is monitored to make secure judgements. ○ The curriculum subject leader will offer support to colleagues and share their expertise and experience. ○ They will encourage staff and children to be creative and advise teachers on teaching methods they may wish to explore. ○ Support staff in catering for the needs of all the children in their class, ensuring all children access the curriculum at an appropriate level. ○ Ensuring proper provision is in place for children with different abilities and needs, including children with SEN ○ Reporting to the governing body and ensuring it is advised on any changes to the curriculum and making them aware of what is happening in school. |

| | |
|---------------------------|--|
| CLASS TEACHERS | <p>Other staff will ensure that the school curriculum is implemented in accordance with this policy. They need to be aware of:</p> <ul style="list-style-type: none"> ○ Previous knowledge of the children and build on this within lessons. ○ Giving children concrete experiences, planning trips, inviting visitors in to school etc ○ Ensure all of our intentions are being taught. |
|---------------------------|--|

CURRICULUM PLANNING & ORGANISATION (IMPLEMENTATION)

Art is delivered and experienced in a safe and supportive environment. The broad and balanced curriculum provides stimulating, enjoyable and challenging learning experiences. Encouragement and guidance is given to children of all abilities, in order for them to build on previously acquired skills and be motivated to develop further as individuals.




Our Art & Design curriculum develops skills throughout the year groups, with each year adding different techniques so that the children can gain more knowledge, vocabulary and skills which is to be built upon.

The building blocks children are given in Early Years should lay a foundation for the rest of their learning.

Art & Design is closely linked with History and Geography themes studied and should, where possible, be referred to throughout.

A clearly sequenced curriculum map indicates Prior Learning and how this is built on with new learning. Due to the nature of our school the Art & Design Curriculum is revisited on an annual basis taking into consideration work that has been completed previously.

Art & Design Curriculum Map (September 2022)

| | Autumn Term  | Spring Term  | Summer Term  |
|-----------------------------|--|---|--|
| Chestnut (EYFS) | <i>Elements of Drawing, Painting, 3D Sculpture, Collage and Textiles are taught throughout the year – some specific links made in each term.</i> | | |
| Elder (Year 1/2) | Leaves Falling Everywhere (Drawing & Printing) | Colourful Birds (Drawing & Collage) | Our Amazing World (Drawing & Sculpture) |
| Willow (Year 3/4) | A Royal Portrait (Drawing & Painting) | Moving People (Drawing & Sculpture) | Powerful Pyramids (Drawing & Printing) |
| Oak (Year 5/6) | Wonderful Weather (Drawing & Textiles) | We're off on a road trip! (Drawing & Printing) | The Marvellous Mayans (Drawing & Sculpture) |

DISPLAY:

The school promotes the displaying of art and design around school. Display influences how children feel about their environment, convey standards and promote high expectations. Displays are used to celebrate achievement and to support teaching and learning.

Displays reflect Our Lady of Lourdes commitment to providing a high-quality learning environment. Corridor displays are changed at least termly. Classroom displays are changed as and when appropriate.

RESOURCES:

Each classroom has basic art resources maintained by the individual teachers. There is also a central resource of art equipment kept in the Art cupboard.

ASSESSMENT:

At the beginning of a theme teachers should activate children's prior knowledge drawing upon any information they can recall. They should record what children already know and any questions children would like to find out. This prior knowledge should be used as a baseline for planning lessons. This can be recorded on acorns in a similar way to other subjects.

Assessment and feedback to children is usually carried out by observation and oral feedback during lessons.

All children are required to show their progression in their sketchbooks and class large Floor books. Progression and achievement is tracked against learning objectives and end of year expectations.

Photographic records and some work may be kept until the end of the year.

At the end of each year teacher's should make a judgement of each child's attainment and record this on iTrack primary.

INCLUSION:

Teachers set high expectations and are ambitious for all children. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEN
- Children with English as an additional language (EAL)

Teachers will plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children to take part in all subjects.

MONITORING & TRAINING:

Senior Leaders and Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scrutiny
- Child discussions
- Teacher discussions
- CPD for the Curriculum leader as required – this includes staff meetings and INSET as well as attending other courses

LINKS WITH OTHER POLICIES:

This policy links to the following policies and procedures:

- EYFS policy
- Effective Marking & Feedback policy
- SEN policy and information report
- Equality information and objectives
- Design Technology policy

| | |
|----------------------------|--|
| Policy Date: | September 2021 Reviewed & Updated January 2023 |
| Policy Review Date: | January 2024 (or sooner should this be required) |
| Signed & Dated: | Chair of Governors |
| Signed & Dated: | Headteacher Curriculum Leader |