

St Mary and St Michael Catholic Primary School



***“Learning together as we follow in
the footsteps of Christ”***

Art Policy

Reviewed: January 2024
Update: January 2025

Intent

At St Mary and St Michael Catholic Primary School, we place our children at the heart of everything we do and offer them an engaging Art curriculum where every child has the right to high quality teaching and learning opportunities that help inspire and promote a love for artistic learning. Our inclusive curriculum offers a range of opportunities for developing skills, exploring ideas, supporting talents and educating children about significant artwork and artists across history. We aim to give children the knowledge and confidence to experiment and create their own unique pieces of art. We hope for our children to appreciate art in the world around us, through all its forms. Our intent is to cover the art requirements of the **Bailiwick of Guernsey Curriculum**, through practical and creative experiences.

Statutory Requirements

Statutory requirements for the teaching and learning of Art are laid out in the Bailiwick of Guernsey Curriculum and the Art Entitlement Document. For Early Years, children are able to access artistic skills and techniques through the Expressive Art and Design element of Development Matters.

Art Bailiwick Curriculum Aims

Learners should build secure knowledge of the following:

- a. How creative ideas can be developed in response to different stimuli and imaginative thinking.
- b. How different art forms communicate and evoke moods, thoughts and ideas.
- c. That designing, creating and performing require discipline, control, technique and practice.
- d. How and why people from different times and cultures have used the arts to express ideas and communicate meaning.
- e. That accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed.

Implementation

St. Mary and St. Michael use carefully selected units from the 'Kapow' Art and Design Scheme. These cover Drawing, Painting and Mixed Media, Sculpture and 3D and Craft and Design. The selected units are taught twice a year in half-termly blocks. The Kapow scheme is planned to ensure children:

- Generate ideas.
- Use sketchbooks.
- Explore a variety of skills and the formal elements of art.
- Build on their knowledge of artists.
- Evaluate and analyse pieces of artwork.

These strands are covered in every unit and develop in complexity each year. This allows the children to reflect on prior learning and build on their skills and knowledge. Lessons are always practical and provide plenty of opportunities for experimentation and creating independent outcomes. We aim for children to develop the confidence they need to make their own creative choices, that are informed by their embedded knowledge. The children are encouraged to use their sketchbooks as a learning journey, to document ideas and to explore artistic techniques.

The formal elements of art include line, shape, tone, texture, pattern and colour. These are intertwined throughout the units and are focused on in class discussions and practical activities.

Similarly, a variety of artists and movements are studied throughout the year groups. These can be found on our Whole School Art Learning Journey document.

Foundations of Art and Design in The Early Years:

Teaching staff in the Early Years use the selected Kapow units of work as a basis for their enhanced provision activities. This ensures the children are introduced to the tools and skills required in Key Stage 1 and 2 learning. The children are given a number of opportunities to explore the formal elements of art freely in 2D and 3D forms. Children have access to their rich creative area, in which they can explore a range of resources and materials. Similarly, fine motor activities help children develop strength and confidence in using tools such as scissors, pencils and paintbrushes.

Teachers use assessment for learning and Kapow's differentiated guidance, to ensure all pupils can access the art curriculum. This also provides opportunities to challenge pupils when required. Staff will make appropriate adjustments and set and review targets to suit their individual pupils. Additionally, teaching staff are supported in their own CPD through staff meetings and unit videos, where the techniques are modelled by subject specialists. Knowledge Organisers provide the children with a visual record of the knowledge and techniques learned. This helps them to recall skill processes, key facts and vocabulary.

Our Art Curriculum Overview shows the selected units covered by each year group. Our Art Progression of Skills and Knowledge document, provides an overview of the skills and knowledge covered in each year group, across the units of lessons. These are also referenced against the Bailiwick of Guernsey's curriculum requirements.

In addition to using Kapow, St. Mary and St. Michael take pride in participating in other local Art events such as the annual Guernsey Eisteddfod, the 'Design an Ad' competition and the Autism Guernsey Sculpture Parade. We also receive support from 'Arts for Guernsey' who offer workshops and trips for focus year groups.

Health and Safety

The teaching staff at St. Mary and St. Michael are responsible for the Health and Safety of the children within their care. This can be facilitated by:

- Carrying out a visual risk assessment before the lesson.
- Teaching children to wear protective clothing when appropriate.
- Ensuring children handle tools and equipment safely.
- Ensuring children travel around the workspace carefully.
- Modelling how to use equipment.
- Providing the children with clear instructions.

Assessment

Analysis and evaluation of artwork is an important part of our art and design curriculum. From the Early Years to Year 6, children are encouraged to have positive discussions about the decision-making process and the quality of their final creations. In Key Stage 1, self and peer evaluations are frequently modelled and take place through discussions. In Key Stage 2, children will begin to develop written annotations to support this.

We aim for our children to be able to talk confidently about their learning journey and use their artistic knowledge to suggest ways in which they could improve their work. Teaching staff encourage children to build on their resilience by using the term 'experimentation' rather than 'mistakes.' These preferences guide the children with making decisions in their learning journey.

At St. Mary and St. Michael, we value creativity and individuality in art. Therefore, sketchbooks are used from Years 1-6 as a tool to monitor progress. Formative assessment takes place throughout the learning process. Verbal feedback is provided by teachers to respond to the children's ideas, reflections, analysis and development of skills. Open-ended conversations and questioning techniques are also used as a way for children to make independent judgements. Any written responses are recorded on post-it notes as we believe sketchbooks are unique to the child.

Summative assessment also takes place at the end of each unit through the form of a quiz. Teachers are supported by Kapow with guidance on assessing their pupils, against the learning objectives.

Assessment in Early Years

In the Early Years, staff complete ongoing, individual assessments throughout the year. This is to ensure children are achieving their age-related targets and are on track towards their Early Learning Goals. Children are monitored on their use of 'Media and Materials' and 'Being Imaginative.' By the end of EY children should be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through art.

To conclude, the expected impact of 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.

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