



**Artsmark
Silver Award**
Awarded by Arts
Council England

Blessed Robert Widmerpool Catholic Voluntary Academy

Art and Design Policy

But now, O Lord, you are our Father; we are the clay, and you are our potter; we are all the work of your hand.

Isaiah 64:8

Intent:

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of a variety of artists who are contemporary, from different periods of history and from different cultures. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aim of the Art and Design Curriculum is to be broad and balanced and celebrate children's God given talents. Catholic Social Teaching is incorporated into the Art Curriculum as it encourages children to see art as a form of moral reflection, community engagement and social transformation. We aim that the teaching of Art should be a creative process, in which pupils have the opportunity to experiment and take risks with their work. The focus is not on the final outcome of a piece of work but upon the creative journey. The children will work independently and collaboratively, on a small scale and a large scale, inside and outside. The BRW values of Resourcefulness, Resilience, Reflectiveness, Relationships and Responsibility are threaded throughout the Art and Design Curriculum. Through this process, children are able to develop a deeper understanding of the knowledge and skills they are learning and gain their own identity as young artists. We intend to create confident, independent artists who can articulate and value their own creative journeys.

Planning fulfils the guidance in Development Matters and the statutory requirements outlined in the National Curriculum. The five strands identified in the National curriculum run throughout the scheme of work. Units of work are divided into four core areas: Drawing, Painting and Mixed Media, Sculpture/3D and Craft and Design.

This INTENT documentation planning provides clarity over knowledge and skills progression within the four areas. Children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity. Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way. Children will learn across the three domains of knowledge: practical and theoretical

substantive knowledge and disciplinary knowledge. Children will learn about the formal elements of: colour, form, shape, line, pattern, texture and tone.

Children's learning incorporates a range of teaching strategies from modelled, independent tasks, paired and group work including practical hands on learning. The curriculum places an emphasis on diversity and equality in art and design and there are clear links between different aspects of their learning.

As pupils progress through school, they should begin 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 cultural wealth of our nation.

Implementation:

Art learning and teaching is documented in the BRW Art and Design Intent Medium Term Planning Document for the whole school. The Short-Term Planning documents for each year group are developed from this, directly leading into each planned Art and Design Lesson. These documents are underpinned by the subject content required in the National Curriculum or stated in the Early Years Curriculum guidance. The resources on KAPOW are used to support teaching and learning throughout the school. This enables depth of learning, coverage of all knowledge and linked vocabulary across the whole school. If appropriate, the art topic is linked to the history and geography topics chosen by each year group. At least one artist is studied each topic. All plans are available on the server.

Children are encouraged to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Children are given the opportunity to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT. Opportunities for children to work outside as well as inside are expected to be offered to every child, every term.

High quality resources are available in every class room and these resources are age-appropriate and built up progressively so that children have the knowledge of how to use these resources effectively.

CPD is arranged for staff periodically to ensure knowledge, skills and confidence of both teachers and support staff is kept up-to-date. This takes place in the form of staff meetings, INSET day time, working alongside local artists or attending external training.

The SLT ensure that opportunities are taken up to promote our school's love and appreciation of art and use of it to develop cross-curricular learning. An example of this is taking part in the Nottingham City Hoodwinked Trail, linking local landmarks, important community places and a love of books to create a Reading Bench on which every child in the school made a contribution reflecting our school's cultural and religious identity. Children also take part in a Christmas Card Design Competition organised by the local MP and in Artsmark competitions when appropriate. Every child's cultural capital is enhanced by the school expectation that all children visit an art gallery at least every other year.

Suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies, including setting common tasks that are open-ended and can have a variety of responses; providing a range of challenges with different resources; using additional adults to support the work of individual children or small groups.

Coverage of all required aspects of art is shown in the Progression of Art document, showing how pupils progress in art by developing practical, theoretical and disciplinary knowledge in the Making skills, Knowledge of artists and Evaluating and analysing strands and how this knowledge underpins the skills, techniques and practices learned in the art curriculum.

Early Years Foundation Stage

Expressive Arts & Design is a specific area in the Foundation Stage Curriculum. The creative development of the children is related to the objectives set out in the Early Learning Goals. 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.

As with the rest of the school, the learning in the Foundation Stage is mapped out in the BRW Art and Design Intent Medium Term Planning Document and the subsequent Short-Term Planning detailing a balanced sequence of Adult-Led and Child-Led opportunities to explore and learn an aspect of art each term. An artist is used as inspiration for this work and an emphasis is placed on extending oracy skills by learning art-specific vocabulary. Children are provided with opportunities to work indoors and outdoors. The use of natural materials and open-ended resources are chosen at all times.

Special Educational Needs

Some children have particular learning and assessment requirements that could create barriers to learning. When planning, teachers provide rich learning opportunities, responding to children's diverse learning needs which are matched to the specific needs of individuals and groups of children. Quality First Teaching enables all children to make progress. Provision made enables all children to participate effectively in a wide range of activities. Teacher voice surveys include opportunities to request specific resources that will support children with SEND to access art within their year group.

Contribution of Art and Design to other Curriculum Areas

English

Through our Art and Design Curriculum, children have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials methods and techniques.
- Engaging in paired and group discussions.
- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as 'What is art?' by articulating and defending their ideas.

Mathematics

Art and Design contributes to the teaching of mathematics by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions.

Computing

ICT is used to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

Science, Technology, Engineering, Art & Mathematics (STEAM)

Art is one component of STEAM, as, ultimately, we'd like our future researchers & engineers to be creative, as well as critical, wondering what their work can and can't do, and what consequences it may have.

Personal, Social and Health Education (PSHE) and Citizenship

Art and design and technology contributes to the teaching of elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work. Whilst reflecting on art or creating their own art, children have many opportunities to discuss moods, emotions and feelings. Through encouragement to constantly evaluate and improve their work, children develop resilience, persistence and determination. Through termly opportunities to present and exhibit their art, they develop personal pride and self-esteem.

Spiritual, Moral, Social and Cultural Development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are working at age-related expectations, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning planned each year which demonstrates progression across the school
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

Assessment, Recording and Recognition of Talents

The Art Progression Document shows how pupils progress in art by developing practical, theoretical and disciplinary knowledge in the Making skills, Knowledge of artists and Evaluating and Analysing strands and how this knowledge underpins the skills, techniques and practices

learned in the art curriculum. Once per year parents receive a report detailing their child's achievements in Art and Design.

Parents of Gifted and Talented children can be sign posted to local clubs to enable children's talents to be developed.

In the Early Years Foundation Stage, children's knowledge and skills of Expressive Arts and Design are assessed during child-initiated play or focus activities. The assessments are entered onto Arbor (the online school tracking programme) and in FS2 form part of the Early Years Foundation Stage Profile. This is shared with parents, the Year 1 teacher and submitted to the Local Authority.

Resources

Art resources are kept in each classroom. Class teachers are responsible for ordering their own resources. The Art Co-ordinator takes responsibility for regular review of resources, so that priorities can be identified. The Computing Lab is well stocked with computers, iPads and on-line resources. The well stocked library supports children's individual research.

Monitoring and Review

Monitoring of Art ensures children are able to make progress over the course of a year and year on year. Monitoring includes Book Looks, Lesson Observations, checks on planning and displays, Pupil and Staff Voice. The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the School Leadership Team, supported by the art co-ordinator. The link governor takes part in this monitoring process.

The role of the art co-ordinator involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art co-ordinator informs the Leadership Team of their evaluation of the strengths and weaknesses in the subject and indicates areas for further improvement. This is documented in the Action Plan.

The Art Co-ordinator has specially-allocated time in order to review evidence of the children's work, update development plans and work alongside teachers to support and evaluate learning and teaching across the school. As part of this process, good practice is identified and shared. Staff training ensures this process of monitoring and review is effective, so maintaining high standards in learning and teaching.

Review date: October 2026