



Art Policy

Autumn 2024

AIMS

At Christ the King, we acknowledge the importance of art as a creative outlet to nurture children's social and emotional wellbeing and we strive to provide children with the tools and knowledge to express themselves as individuals. Our school is committed to encouraging pupils' curiosity and creativity, allowing them to think critically and develop a thorough understanding of art and its place in the world, including how it reflects our history and contributes to the culture, creativity and wealth of our nation.

In Christ the King Catholic Primary School, Art stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils of all abilities are encouraged to use a variety of different materials and processes to communicate what they see, feel and think. They will develop an awareness of the importance of the different elements of art (colour, pattern, texture, line, tone, shape, form and space) and their growing knowledge and confidence in these will inform and impact on their artistic choices. Through diverse art, craft and design activities they learn to make informed judgements and aesthetic and practical decisions. Children will approach work individually, as a class and also in groups, becoming actively involved in making images and objects then celebrating and building on their successes through critiques.

Through discussion and the making of art, children will have the opportunity to explore the ideas and meanings in their own work as well as the work of artists, craftspeople and designers. Art topics are tailor made to fit our school; they are linked to history, geography, science and English texts in order to add further context and value to learning. During their lessons, pupils learn the part that art, craft and design plays in their own and others' lives. They explore art from a diverse selection of backgrounds, times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enrich their personal lives and this in turn enables them to understand the role they play in society. They are able to celebrate and develop skills through the form of whole class critiques. In these sessions children look at the artwork created as a whole and develop next steps for themselves and others, in order to move forwards as artists.

Objectives

- Develop knowledge, understanding and enjoyment of art and design;
- Develop the pupils' ability to observe, learn and record from the world about them;
- Use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skills
- Develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- Recognise the contribution that art makes to learning in other subjects and aspects such as literacy,

	<p>numeracy and the spiritual and moral dimensions;</p> <ul style="list-style-type: none"> • Develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present; • Develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary; • Develop the ability to recognise different kinds of art, craft and design and why and how they are different. • Develop aesthetic sensibilities so that they can respond sensitively and thoughtfully; • Develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.
APPROACH	<p>The class teacher teaches all pupils art and design. Each term, the topics change in line with topics taught within the each year group. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (e.g. collage, print making, digital media and sculpture). As children learn different techniques and styles, they are introduced to relevant artists, designers and craftspeople from both the past and present. During learning blocks, learning stems from: observation, development of skill and creativity. Pupils are encouraged to evaluate and talk about their own work (critiques) and others' during the creative process and upon completion. Through this process children develop targets which are individually meaningful that they can work towards.</p> <p>From year 1, pupils record their work in sketchbooks for research and independent work. These working documents accompany the children throughout school and document the progression they have made throughout each year.</p>
RESOURCES	<p>Each classroom has a selection of resources, materials, tools, and equipment to ensure that pupils have access to the necessary materials. On a yearly basis, each year group has a budget with which to buy additional items to support them in working through the art curriculum. There are also a selection of centrally stored materials available for use by all classes. Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.</p>
EYFS	<p>All pupils in the EYFS are taught art as an integral part of the topic work covered during the academic year. All art objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory framework for the early years foundation stage':</p> <ul style="list-style-type: none"> • Communication and language • Physical development • Personal, social and emotional development <p>The art curriculum in the EYFS focusses on the specific areas of understanding the world and expressive arts and design. Pupils will be taught to:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture, form and function. • Represent their own feelings through art, as well as music, dance, role play, storytelling and D&T.
SEN	<p>At Christ the King, inclusion is incredibly important within all areas of the curriculum. In our art curriculum, tasks are set through clearly modelled steps and support. Children are able to look at their work and</p>

	<p>appreciate their progression by reflecting on their own learning journey. Whole class critiques, modelled skills and in lesson feedback support all children in feeling secure and making progress from their starting points.</p>
TIME ALLOCATION	<p>Individual teacher can choose the best approach to art lessons. They may use the 2 hours per week dedicated to 'theme' or bank some of this time and have an extended art drop down session.</p>
ASSESSMENT	<p>The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.</p> <p>Throughout the year children have many opportunities to develop skills, understanding of artist and creativity. As an initial baseline, children begin the year completing a skills assessment (where they will draw from observation) and a creative assessment (drawing from a doodle). These along with their sketchbooks which follow the children throughout their school life, will form a working document with which to monitor their progress. Pupils are expected to show progression in their sketchbooks.</p> <p>Sketchbooks are not formally marked; critiques form the main area of assessment in art. Throughout various points during art topics, the teacher will gather children to look at pieces of work as a whole class. All children will share their artwork together and discuss what has been achieved effectively. They will refer to artists and techniques used in their own and their peers work as well as recalling flashback skills from previous learning. The critique is a safe environment to share and celebrate work. It also allows time for children to discuss next steps. These next steps will be individualised and tailored specifically to their work. Children will then add their targets to the back of their sketchbooks. These targets are clear and achievable for students and are reviewed throughout the topic, giving children time to respond developing their skills in their own specific areas.</p> <p>Critiques are instrumental in building a positive working atmosphere in art, children respond well to sharing and discussing their art, this form of assessment also clearly shows how artists, techniques and terminology have been embedded throughout the unit.</p>
MONITORING	<p>The subject leader will monitor teaching and learning through pupil voice, lesson looks and work moderation (through sketchbook scrutiny), ensuring that the content of the national curriculum is covered across all phases of pupils' education. An additional means of monitoring has been compiled throughout the years at Christ the King in the form of our standardisation document. This document shares work from all year groups Fs1- year 6 looking at the key strands of artwork, skill, creativity and artist knowledge. It shares a snapshot of what art looks like in our school in each year</p>

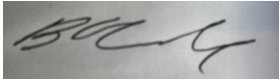
	group and enables staff who are new to a year group to see the standard that is expected. The Curriculum committee of the governing body is briefed to oversee the teaching of art, and meets termly with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff.
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Signed by: _____



Headteacher

Signed by: _____



Chair of governors

Date:14/11/24