

# St Francis of Assisi Catholic Primary School



## ART POLICY

### **Mission Statement**

At St Francis of Assisi, we believe God is at the heart of our school. As a school community, we work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential and grow closer to Christ. As pupils and staff we encourage in each other a love of learning. This is a place where we can all belong and where diversity and difference is celebrated. We rejoice in each others' uniqueness and respect the dignity and beauty of each individual. Using our gifts and talents we will actively seek to make a real difference - by caring for one another and caring for our world.

## School Curriculum Intent

At St Francis of Assisi Catholic Primary School, we are deeply committed to developing the gifts and talents each pupil has been given by God. The school's direction stems from its Mission Statement, 'Our School Is Somewhere We Can Grow Together'. We deliver an engaging and challenging curriculum for every child that attends our school. The National Curriculum forms the foundation for all learning, which has been carefully sequenced to ensure that all children, in particular the disadvantaged and those with Special Educational Needs, are exposed to the richest and most varied opportunities that we can provide. We have ambitious expectations and will support the spiritual wellbeing of each child by instilling the knowledge, skills and understanding that they need to be aspirational, successful young people, who are confident and well-rounded in an ever-changing world.

### Art Intent Statement

We believe that the teaching and learning of art at St Francis should be an engaging and transformative experience. A skills checklist is utilised as a fundamental part of our challenging programme, but we believe it is in the application of knowledge where the children will evolve, grow and ultimately become creative decision makers.

We believe the teaching of art at St Francis is not only, a process whereby children learn theoretical and practical application of various artistic techniques; but it is also a facilitative opportunity for learners to truly express their feelings towards, and their understanding of, the world around them.

Recognising that children will arrive at the art studio with different levels of experience, confidence and ability, it is our overarching goal to promote security and self-belief. We will encourage risk taking in a safe and nurturing environment, we will strive to achieve true potential through reflective practice and, we will provide opportunities to show a growth mind-set by constructive use of personal, peer and teacher feedback.

From a holistic perspective, coverage of art and the natural progression of our learner's skills and ability, will be analysed both strategically across the whole school, and compartmentally within each individual class, thus allowing access to each lesson block, to children of all levels and abilities.

Every task will have at its core, a clearly defined goal and well-articulated focus. In a structured yet somewhat child-led educative environment, the children will be permitted a certain level of autonomy and emotional freedom, to self-guide their given task and control how this develops and evolves over the course of the lesson. Children will also be expected, and encouraged, to

respond to their tasks subjectively, by engaging their own imagination and using their own interpretation.

Empirical evidence has shown that in the recent times, higher education institutions have experienced a significant decline in the number of children choosing to study art at higher levels. With this emerging social trend in mind, it is crucial that primary school children are given as many quality-focused opportunities as possible to explore not only art but also themselves as artists.

By inviting established, local artists to the school to work alongside the children at various stages in the year, the children will be provided with a valuable inspirational experience whereby they can learn first-hand about the journey in and through the wide spectrum of artistic culture and industry.

The teaching of art would be difficult without acknowledging the sheer volume and variety of artistic works worldwide. It is important therefore to recognise the impact of relationships, time, and heritage to which an art or artistic style may belong. To explore a variety of cultures and histories through art will allow time for discussion based upon respect and ally-ship, understanding that it is not the intent to appropriate art from traditional owners, but to dive deeper into the cultures of our world. Discussions will be had within the class and wider school about the cultural significance of creative endeavours such as nature, art and poetry. In that respect, discussing art for which we do not have a fondness, will be a part of the programme. Art is after all, richly diverse, evoking different feelings and responses in different people. Such opportunities will be approached as a time for growth, discussion and understanding in line with our whole school mission statement, as we: ‘work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential.’

## **Aims**

The aim of the art curriculum is to:

- Provide an engaging transformative experience, which will encourage a life-long enjoyment of art and creative works.
- Promote the children’s personal responses and understanding in their enjoyment of art.
- Provide a continuous programme of art for all the pupils throughout the school.

- Develop confidence through the depth and breadth of an art curriculum, designed to enhance a variety of skills and mediums.
- Provide a programme which builds upon previous experience and extends capabilities, further engaging with children at a variety of levels.
- Provide opportunities to create whole pieces which are mounted and displayed or shared at home to allow for the whole school audience to become a part of the art programme.
- Invite artists in to work alongside the children to provide insight into careers with creative industries.

## **Implementation**

### **Early Years**

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. By the end of the year Children will take part in more discreet art lessons especially exploring the idea of colour and colour mixing.

### **Key Stage 1**

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?' 'How have different mediums been used to explore and share the artist point of view?'
- Lesson and discussions will aim to provide an engaging transformative experience, which will encourage a life-long enjoyment of art and creative works.
- Creative endeavours such as nature, art and poetry will inspire and provide content for the exploration of a variety of cultures and histories through art will allow time for discussion based upon respect and ally-ship, understanding that it is not the intent to appropriate art

from traditional owners, but to dive deeper into the cultures of our world. This will link into discussions had within the wider school.

## **Key Stage 2**

All children will be taught the skills and knowledge of art as outlined in the curriculum. The inclusive ethos which honours the dignity and voice of each child made in the image of God, will ensure that the classwork and displays are representative of our school and society. Utilising art as a purposeful platform to engage with the students as an international ally, to ensure they are confident in their belonging.

During Key Stage 2, Art is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

The overview of art is set out in the Art Progression Map. Through a rich and challenging program, the children will have regular opportunities to revisit and develop their skills in painting, drawing, printmaking, textile work, modelling and sculpture throughout their time at St Francis. All learning sequences will use a spiral method and identify progression in response to the learning of each pupil. All levels will be catered for throughout the task, with a variety of equipment, resources and support, giving every child the opportunity to succeed and maintaining a clear focus on equality and closing any poverty-related attainment gaps.

Whilst planning programs of work, we will endeavour to identify every opportunity for enrichment such as visits, experts and mediums which the children may not have had the opportunity to experience in their home lives. Sharing and displaying art work will be an important part of the art studio. Also, providing time to create an art show where children's work can be displayed gallery style with invites for parents and carers to visit, will further encourage the children to give real focus to their art lessons and themselves as artists.

## **Sequencing the Curriculum**

The overview of art activities is set out in the Art scheme of work and Individual Years Plans. Through a rich and challenging program, the children will have regular opportunities to revisit and develop their skills in painting, drawing, printmaking, textile work, modelling and sculpture throughout their time at St Francis. All learning sequences will use a cyclical method and identify progression in response to the learning of each pupil. All levels will be catered for throughout the task, with a variety of equipment, resources and support, giving every child the opportunity to succeed and maintaining a clear focus on equality and closing any poverty-related attainment gaps.

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The National Curriculum objectives have been mapped to ensure full curriculum coverage and opportunities to revisit skills throughout a key stage. These documents are used to ensure there is a clear progression of skills.

## **Assessment and Record Keeping**

At Saint Francis of Assisi School assessment is an integral part of the teaching process.

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Assessment will be based on formative assessment of key skills and essential knowledge and understanding within Art and Design. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

To ensure accountability and auditability, decisions, development and output, will be captured on selected pieces where each student will be encouraged to justify their learning choices and explain their decision making through pupil voice opportunities.

## **Inclusion and Special Needs**

We aim to meet the needs of all children by an effectively differentiated curriculum through quality first teaching. In Art lessons, all children will be catered for. The 'more-able', will be encouraged to explore the medium and its applications. Whereas, those who require enhanced support, will be able to complete tasks either through the provision of more accessible resources (safety scissors, pre painted sheets etc.) or, by allowing extra time and group working. Ultimately, we aim to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability.

Where children do find difficulties we are pro-active in our actions and interventions.

## **Monitoring and Evaluation**

In Art and Design, subject leaders and SLT know that children achieve their very best through regular monitoring which includes lesson visits, books, planning reviews, and staff meetings as well as pupil voice. Subject Leader regularly meets and report to link governors.

The overarching theoretical framework of pupil voice, gives pupils a sense of ownership of their learning, encouraging them to be actively involved in it and the school as a whole, hence encouraging responsibility and respect. These discussions will help to monitor, assess and evaluate art, as sometimes children see issues from a different, and interesting perspective. Pupil voice may also provide opportunities to create a home-link with the learning, where we are able to engage and explore the different experiences and cultures we have in our St Francis community.

## **Role of subject leader**

The subject leader is responsible for improving standards of teaching and learning in Art through:

- Pupil progress. Monitoring the progress of individuals during the year
- Taking the lead in policy development.
- Purchasing and organising resources. Management, care and maintenance of resources.
- Pay due regard to health and safety guidance
- To monitor, assess and evaluate art through discussions with children
- Review standards and progression.

## **Resources**

The art studio – paper, paint, different art mediums, construction tools and materials.

Art files for each child to be kept in a file box and accessed for each lesson.

Children to store their sketches, plans and completed works in the file for the end of the year.

Resources and ideas to be explored through research and CPD and focused on providing an enriched curriculum of art and creativity.

Recycling items from around the school to develop a reuse- culture.

## **Health and Safety**

It is not always possible to remove all risks and hazards. However, risk assessments will always be carried out prior to the lesson. Art contributes to Health and Safety Education by enabling children

to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of Health and Safety are not given proper attention. The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways. It is important that children learn to use items of Personal Protective Equipment (PPE) such as overalls, aprons and gloves.

Behaviour Management will be a key element of the health and safety protocols of the classroom. The use of the whole school behaviour policy, alongside specific classroom expectations will allow for everyone to work safely and comfortably. *Teachers will be on call for the lessons based upon behaviour, as well as various active tasks which will require more adults in the room, either for a partial lesson or throughout.*

PPE will be worn by all children and adults when carrying out particular tasks such as varnishing, spraying and handling clay and hot wax. There are a number of tools, which are potentially hazardous, such as scissors, needles and knives, and their suitable storage is as important as their sensible and safe use. Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task.

### **Sustainability and Social Responsibility**

In-keeping with the sustainability goals of St Francis, the art room will adhere to the 'reduce, re-use and recycle' mantra as a fundamental part of all projects. When recycling, separate areas will be available for different items, this will be used as a teaching lesson for the children to work on the eco footprint we have and how they can make a difference and provide another opportunity to make links with the wider world.

### **Make, do and Mend**

As part of the curriculum, it will be clear to children that wasting items and resources will not be acceptable. Some pieces will be completed with recycled objects from around the school or home. For example: Textile study will involve introducing sewing skills, the start of which will be simple running stitches and blanket stitches, through to sewing on a button and darning a sock. The life skills link will encourage children to think about the environmental impact that humans are having upon the natural world. These skills, however, can then be carried forth into the creation of a piece of textile based artwork. Discussions and thoughts can be captured in their files. Utilising the



grounds of the school for either, observations, resources or lesson spaces will form an important part of the program.

REVIEWED BY E Keating-Jones

January 2024