

St James' C of E Primary School



SAINT JAMES'
Church of England School



The St James' LEARN curriculum.

L	Love Jesus	
E	Equality for Everyone	
A	Attend every day	
R	Reach for the stars	
N	Never give up	

*We are walking hand in hand with Jesus
fulfilling the potential God has given us.*

'For with God nothing is impossible'

Luke 1:37

Art Policy 2025

Luke 1:37 "For with GOD nothing shall be impossible"

Our LEARN Curriculum Key Principles:

Our **LEARN** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

- Promoting positive partnerships to support the families of our school who speak 15 different languages and who come from many varied faiths and none. So that ALL our pupils are settled in school and ready to **LEARN**.
- Providing nurture, emotional, financial, and spiritual support to our pupils and All stakeholders. So that families and children are fully supported and are in the best place they can be and ready to **LEARN**.
- By understanding our community and thus providing learning opportunities in environments which promote reading, oracy, and the constant development of vocabulary. So that our pupils are equipped with the skills they need to flourish in life and **LEARN**.
- By providing dedicated nurture spaces to offer emotional and practical support to meet the needs of ALL of our pupils thus allowing them to **LEARN**.
- A curriculum which will be inclusive, aspirational, and relevant and respectful to the culture and customs of our children and families. So that our children want to come to school, are engaged with their individual needs met, and experience a full and varied range of opportunities to enrich their lives and **LEARNING** experience.

Because we truly believe that '**For with God nothing is impossible**'

What is Art?

Introduction

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' as the supporting guidance, however the Early Learning Goals are the end point for our children in EYFS. Children within the EYFS are exposed to art & design through the specific area of 'expressive arts & design'. In EYFS art & design is taught through continuous provision.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Throughout Key stage One and Key Stage Two, core areas are taught each term. In the Autumn term, drawing is taught. In the Spring term, painting and mixed media is taught and in the summer term, sculpture and 3D is explored.

Intent

The Art and design scheme of work at St James' aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Kapow is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Implementation

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art in your school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

At St James, Art is taught every other half term, alternating with Design and Technology.

Our lessons are based around 5 sections – please see below:

RETRIEVAL: review and activate knowledge/skills/vocab from previous lesson; previous series of lessons; previous linking of units, place learning in a wider context

HOOK: set the scene, provide the 'big picture', share learning objectives

EXPLICIT TEACHING & MODELLING: pupils receive new information; instruction/exposition (teaching) breaking down learning into small steps/modelling/scaffolding/sharing success criteria

INDEPENDENT PRACTICE & APPLY: pupils make sense of information, processing, understanding (learning)

PLENARY review information/learning

Support for SEND

Weekly Art lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly Art lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to Art. It is the teachers' responsibility to tailor resources to the needs of their children.

We support children with prior access of knowledge organisers to find key facts to use in their work. We provide opportunities to teach key vocabulary from the knowledge organiser to support the children's understanding of historical vocabulary. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher's medium-term plans.

It is important to extract relevant information from the knowledge organisers to support the achievement of the specific learning objective.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

Supporting SEND areas of need in ART

Cognition and Learning	Communication and Interaction
- Differentiated curriculum planning using adapted materials/tools to support fine motor skills, larger images/ writing. - Task lists often written on the board. - Texts adapted to children's reading age/ ability. - Ipads/ICT used for research. - Resources are always organised and accessible for all pupils. - New projects linked to previous work completed in other classes across the curriculum. - Key learning points reviewed at appropriate times during and end of lesson. - Sketch books available to record ideas. - Knowledge Driver and instructions clearly displayed on the board using bullet points/numbers. - Diagrams and pictures used to add meaning alongside text and within the Knowledge Driver.	- Differentiated curriculum planning, activities, delivery and outcomes. - Language chosen from Knowledge <u>Driver</u> so vocabulary is familiar and simplified on adapted knowledge driver. This is displayed on whiteboard and KD. - Rules of good listening, taught, modelled and reinforced throughout the lesson. - Larger information and simplified if needed. - Instructions clear and visible, discussion about what will happen next. - Children's names used to gain attention and before giving instructions. - Multi-sensory – pictures/videos used to demonstrate. Examples of other pupil work or teacher to model one. - Extra processing time given. - Collaborative teamwork is organised and clearly managed.
Social, Emotional and Mental Health (SEMH)	Physical and Sensory
- Differentiated curriculum planning, activities, delivery and outcomes. - Positive interactions with pupils during the lesson. VF noted on work (Verbal feedback). - Reward system used – thumbs up, verbal feedback, Golden Time and Dojo points. - Compliment pupils concentration, work and behaviour. - Expectations for behaviour are clear and consistent. - Pupil's name used and eye contact (if appropriate), - Children are encouraged to have a go and enjoy being creative.	- adapted materials/tools to support fine motor skills, larger images/ writing. - Lights turned <u>down</u>, low calming music played. - Minimal copying from board, worksheets accompany instructions. - A range of multi-sensory materials/resources used. - Different font sizes used for visual difficulties. - Spring scissors, chunky pencils/crayons used for children who struggle with fine motor skills. - Children have different places in Art depending upon need and have team buddies.

Impact

The Art curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

After the implementation of the Art scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art learning at Key Stage 3 and beyond.

The expected impact of following the 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.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Classroom Support

Teaching Assistants and helpers are used in Art to assist:

- In the classroom throughout the school by working with groups and individuals on task.
- In providing targeted and positive support to those pupils identified with difficulties.
- In providing other help, such as preparation of resources and display work.

Display

Teachers display the key vocabulary for their Art topic on their class working walls as part of their Art display. All classes have a 'Knowledge Organiser' displayed on the wall. Part of the working wall will include visual evidence of what the children will be learning – as part of ST James' school, our working walls are imperative for our children.

Monitoring

Monitoring of Art is completed by the subject lead half termly. This can be found in the LEARN curriculum monitoring file. Any feedback from monitoring is shared to staff through E mails and one to one discussions.