



SAINT JAMES'

Church of England School
Nursery & Pre School



Art and Design

This policy has been adopted by the governing body of
St James' CofE Primary School.
It will be reviewed annually or as required.

Date written September 2020

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

Vision Statement

Walking hand in hand with
Jesus, fulfilling the potential
God has given us

St James'
CofE Primary School

Mission Statement

Through him we learn to live
abundant lives, especially treasuring
the values of **friendship, trust,**
thankfulness, respect, forgiveness,
hope and courage.

St James'
CofE Primary School

Mission Aim

At St James' CofE Primary School, the
Christian (and indeed inclusive human)
values **"friendship, trust, thankfulness,
respect, forgiveness, hope and courage"**
inform our whole life together.

They were chosen in dialogue with the local
community which identified them as
exceptionally meaningful and valuable.
Therefore, as a school community, we are
committed to living these out and modelling
them every day in each and every activity.

St James'
CofE Primary School

Art and Design Policy

- **The Art and Design curriculum aims to achieve:**

The art lead has worked in partnership with the SLT and LDST colleagues to construct a long term art curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We aim for all pupils to be excited by art and artists that they research, to know more, remember more and do more because of their engagement in exciting, hands on art lessons. In line with our reading intent, we have ensured all pupils read widely to gain ideas for their art projects appropriate to their age or ability this could be through books or looking on searches on the internet which would also include research of the artists they are focusing on that half term. Ultimately, we want pupils to be artists and to be inspired in their learning and to learn from and appreciate the experiences of the planning what they want to achieve, experiment in their sketch books and produce a final piece of artwork. We give our children the tools, knowledge and experiences they need in order to be independent and to delve deeper, so that they are prepared and well equipped to study art beyond the primary curriculum by the time they leave year 6.

- **Links to St James' whole school curriculum intent:**

Whole school Curriculum intent

The four key principles that underpin our curriculum intent are:

- Educating for **hope** and **aspiration**.
- Educating for **community** and **living well together**.
- Educating for **dignity** and **respect**.
- Educating for **wisdom**, **knowledge** and **skills**.

The art curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities. Through a wider knowledge of the world and world events pupils will become more aware of community - Wigan artists, WOWS arts festival, LDST art projects, Liverpool Tate Museum etc. Looking around our local, national regions and also the wider world, it allows our children the gain awe and wonder in the art that they see around them.

Art and Design Intent

Knowledge, wisdom, skills - Art is all about the gaining of knowledge in the materials to use in art and how to use them - the experimental focus in children's sketch books will show progression of skills they have acquired during the topic. Following the needs of our pupils we focus on learning subject specific vocabulary in context, the use of Knowledge Based Organisers have helped our children and parents use subject specific knowledge in our sessions. Wisdom can also be gained for the future - Art is the present, past and future of our lives. The children find it interesting when researching artists in their first art session of the topic - are they alive now? When did they die? Where did they live?

Hope and aspiration - To inspire pupils to aspire to be Artists and to learn more about the artists of the past, present and future through research and reading. To visit the places that study art - The Tate Museum, WOWS art festival, local artists visiting the school (Victoria Hough.) To give hope for the future and to '**Dream Big**' giving pupils chance to see the differences in different pieces of art including those of different cultures.

Looking and researching about how different artists and their art work- thinking about materials that they used now in comparison to many years ago eg) Cave paintings, Greek painting on vases linking to our to the history curriculum. Also linking to our rivers topic in Geography - Claude Monet - The Water Lily.

Community and Living well together - To visit local places that have art shown – our church has had displays of art from Secondary pupils, WOWs art festival and Robin Park that includes our children's own work, Exhibitions produced at The Grande Arcade in Wigan. Taking photographs of our local areas and producing pieces of art through collage.

Dignity and respect – Respecting our community and ensuring that any trips we go on we respect the tour guides. Taking into different cultures when focusing on certain artists from around the world allowing our wider community to engage with staff to offer their expertise. Eg) Parents have shown expertise in art and have worked alongside the children in art projects.

- **Long term planning and curriculum design:**

The art curriculum is coherently planned and sequenced towards clearly defined national curriculum end points. The subject lead works in partnership with the Curriculum lead to ensure that there is full coverage of the national curriculum. The lesson topics that are shared with staff have small steps of progression outlined in the long term plan – these small steps of progression are linked to Focus Key Assessment Criteria. All children in the school work on skills that will progress into a final art piece at the end of the topic

- **How the curriculum is sequenced towards clearly identified endpoints:**

The art lead and Curriculum lead have worked in partnership to ensure full coverage of the art national curriculum is taught progressively across school. All units are mapped against the national curriculum.

Focus points for all topics have been clearly identified depending on the year group they have been allocated to. The subject lead has used the focus Key assessment toolkit to produce small steps for each topic.

Art and Design Implementation

- **Expectations for how learning should be sequenced within a topic or unit in the medium term:**

Learning is sequenced in a way that builds upon prior learning. Each lesson begins with the focus of an artist – from this the children would look at skills the artists would have had to have used to produce their final product. Skills that the children will learn will be evident in their sketch books throughout the topic and in their final art piece. The final piece of work may be displayed in pupil's art books, if not they will be displayed around the school. Photographs of the final piece will be added to pupils art books.

- **What a typical art and design lesson looks like, including how these expectations are clear across the school:**

A typical lesson would begin by introducing the new topic for the half term, looking through the Knowledge Based Organiser and focussing on a new artists and subject specific knowledge – these will be stuck in the children art books to refer to throughout the topic. The children will work through the design and skills process in their sketch books. Lessons are very visual and practical. We feel that our children are very resilient when they are evaluating their final piece as they understand that things may go wrong in the process and they adapt their work to improve it. The final session would be a celebration of the product they have made with an evaluation of it linked to the National curriculum end points. This would be a verbal process between the children and the teacher.

- **How we ensure that pupils 'know more, remember more and can do more':**

Effective use of our Knowledge Based Organisers and sketch books supports teacher's assessment of progress and enables pupils to celebrate successes. Progress is reviewed each lesson through the use of

key questioning. Analysis of pupils own self-evaluation provide teachers with impact of teaching and learning within the unit of work. Children have a yearly overview of skills as they enter each new year – their sketch books move through the school with them. Teacher and pupils can highlight key skills they have learnt in each topic. Children have prior learning of specific genres they have focussed on before eg) Printing. Different resources needed.

- **How the art and design curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

The art curriculum has been intelligently designed to meet in the needs of all our pupils in line with the current school key priorities. We have ensured all pupils have access to a wide variety of literature to find out facts about artists that they will specialise in.

All class teachers are aware of the disadvantaged and SEND pupils and incorporate their needs into intelligent lesson design. Use of quality first teaching within all lesson design ensures learning is visual, kinaesthetic and engaging for all pupils.

We find that a high percentage of our SEND children thrive in this area of the curriculum as it is very hands on and kinaesthetic.

Subject leads access training from SEND colleagues to support pupils with specific difficulties, ensuring they have access to a full curriculum.

Use of Knowledge Based Organisers support both parents and pupils in understanding subject specific vocabulary and promoting engagement.

Art and Design Impact

- **Overview of Art and Design assessment procedures. including the expectations of teachers using both formative and summative assessment:**

Formative assessment includes – teacher questioning (open and closed questions), assessing vocabulary in a lesson, listening to the discussions of pupils watching and observing throughout the practical sessions and addressing misconceptions. Sticky knowledge is a verbal process in an art session – eg) What have you learnt today – what has stuck in your mind!

Summative Assessment includes childrens own evaluation of the skills and final piece of art work they have produced. The teacher would then look alongside National Curriculum end points to mark the whole process of the sessions.

Monitoring arrangements, including the impact:

- Action plan – impact of actions taken, reported termly to governors
- Inclusion on MER calendar – lesson observations
- Book looks and final piece
- Pupil voice;
- Learning walks;
- Analysis of assessment data;
- Annual review of policy and practices.

We aim to inspire a love of art by bringing art to life through engagement with exciting and informative visits and visitors. Our hall has huge canvasses that the children produced with our local artist Elizabeth Hough. Every other year, the children take part in an exciting and vibrant art showcase at Robin Park – they can share their art work through display and take parents / friends and family to see their own work!

To be read in conjunction with Art Long Term plan and Art Concept Map.

