



Star of the Sea Catholic Primary School

Art Policy

2023 – 2024

Coordinator: Mrs G Anderson

Updated: January, 2024

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At Star of the Sea Primary School, we want all pupils to think like artists. We aim to inspire a love of art and encourage self-expression through creativity, confidence and a sense of individual identity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and learn from their journey, rather than by heading towards a pre-determined end result.

At Star of the Sea school, we have agreed Drivers for our curriculum, which impact all our subjects:

Spiritual - living out the Gospel Values

Togetherness - as a Rights Respecting school

Ambitious and Aspirational -to reach our full potential

Resilient - we never give up

Self-belief - striving to succeed with a Growth Mindset

Our Intent through Art:

At Star of the Sea our curriculum is based on the national curriculum, using Access Art which aims to provide children with opportunities to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques such as collage, printing etc
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists and understand the historical and cultural development of their art forms.

Pupils learn how to take risks and be experimental with increasing awareness of art, craft and design.

Our Implementation:

We follow the Access Art Split Curriculum for the EYFS and Primary phases. These resources form the basis of our teaching to ensure that key skills, techniques, knowledge and understanding are built upon each year.

We alternate with Design Technology on a half termly basis. During the DT half term, drawing exercises are accessed on a weekly basis to ensure skills continue development.

- We have 3 curriculum pathways to meet the National Curriculum requirements: **drawing and sketchbooks; surface and colour; working in three dimensions.**
- Each year group starts with drawing and sketchbooks. This allows pupils to review previous learning/knowledge/skills and further develop them. It also supports transition from EY to KS1.
- Units are taught across the key stages, to ensure each phase can build on their prior learning and develop their skills (show progression document).
- Pathways are not exclusive. Previously learnt skills from prior units and pathways run through new pathways and units to allow pupils to continually develop their creativity e.g drawing during a painting unit, painting during a print unit etc

Teaching Sequence (Structure of lessons)

- Each unit starts with an introduction to the unit. This could be an artist focus, an artwork exploration or an 'artistic, creative hook'
- Pupils will then take part in a series of lessons which focus on skills relevant to the unit
- Pupils will then plan their final piece of artwork, ensuring the incorporation of the skills learnt over the unit and showing the influence of artist of the unit has had on them.
- Pupils will then complete their final art work based on skills they have learnt over the unit and their plan.
- Pupils complete their unit by evaluating their final piece of art, ensuring they are able to use specific art and design vocabulary.
- Curriculum documents and the Access art website sets out the lesson sequence for staff and has examples of final products.

- Technical vocabulary plays an integral role within our Art curriculum and new vocabulary is introduced to pupils each lesson. Pupils are also given the opportunity to revisit previously learnt vocabulary

Substantive knowledge represents the art content that is taught in each year group. In planning, this knowledge is the content we want pupils to know and remember including tier 3 vocabulary.

We use the following themes in art and design to provide opportunities for pupils to critically evaluate artists' work; evaluate style and technique and appraise a piece of work across a range of artists:

- **Line:** Exploring marks that span the distance between two points- straight or curved, 2D or 3D, implied or abstract
- **Shape:** Exploring the result of closed lines- shapes that are two dimensional, geometric or organic
- **Colour:** Exploring hue and intensity
- **Value:** Exploring the lightness and darkness of a colour
- **Texture:** Understanding the way something feels, or looks like it would feel
- **Space:** Understanding the way in which line, shape, form and colour can be manipulated to create space
- **Form:** When a shape acquires depth and becomes three dimensional it takes on form

Disciplinary Knowledge represents the skill of an artist. This knowledge is broken into key categories of knowledge and is vertically integrated into progression sequences (pathways) across key stages so that we can ensure progression and provide opportunities for pupils to build, revisit and deepen their knowledge and understanding over time.

Our Impact:

At Star of the Sea we want our Art curriculum to allow children to become confident, independent artists who can articulate and value their own creative journey. Through our curriculum children will experience how it feels to take creative risks rather than playing it safe. How chaos and mess can be productive for some and how both male and female artists can influence their creative journey.

Impact will be measured through:

- Learning conversations with children and their ability to discuss their work.
- Assessment against learning objective for the session- Have the objectives been met?/ under achieved?/ exceeded? ..
- Assessed by child (self evaluation), peers and teacher, in class, at the time in a non-judgemental way.
- Sketchbook monitoring
- Displays

Monitoring/Next steps:

- Use of Progression document as an assessment tool during the different units of work to keep a note of children on/off track.
- Develop assessment end points based off progression document and provide examples of pupils' work to model to both pupils and staff (EXS and GDS).
- Develop ideas from BBCET Art curriculum for use alongside/within Access art curriculum