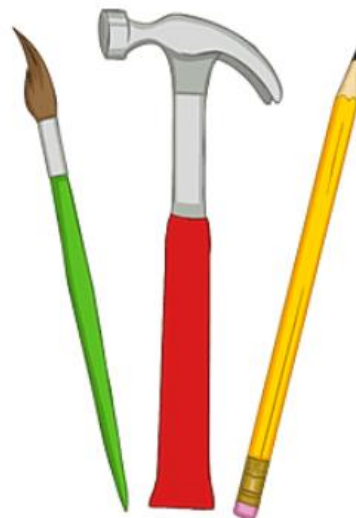


## Sacred Heart Primary CVA



# Our Art and Design Policy



**Art** is a diverse range of human activity, and resulting product, that involves creative or imaginative talent expressive of technical proficiency, beauty, emotional power, or conceptual ideas. Engaging with art is essential to the human experience. Almost as soon as motor skills are developed, children communicate through artistic expression.

The Patron Saint  
of Art is:  
Saint Luke

What would Jesus do?



Do what Jesus did!!



*Our Mission:*

*To make good choices in all areas of our lives, using Jesus as our role model.*

## Intent



At Sacred Heart, it is our intent that Our Art curriculum:

- To promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process
- To stimulate each child's creativity and imagination
- To enable pupils to become visually literate: to understand and use Art as means of communication
- To increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment
- To develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- To develop the pupils' aesthetic sensibilities and capacity for original thought
- To increase awareness of the role and purpose of art and design in different times and cultures
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control
- To develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum
- To link art to our religious learning, both in art and religious education lessons.

We have written our own Art and Design Curriculum using Kapow as a base. In the curriculum we cover the following aspects.

- **Generating ideas** and using sketchbooks, taking inspiration from a range of artists
- **Making skills:** drawing, painting, printmaking, photography, mixed media, craft techniques and sculpture
- **Formal elements:** colour, form, line, pattern, shape, texture and tone
- **Knowledge of artists'** work and techniques
- **Evaluating:** critiquing their own work and that of other

# Implementation

[Link to the 2014 National Curriculum](#)

We have recently started using Kapow for our scheme of work in Art. Over the year each group completes 3 Art units.



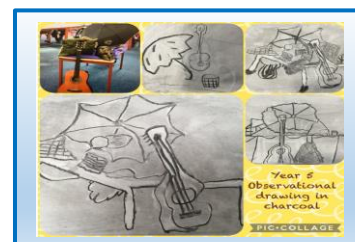
## EYFS

Beginning their Art and design journey in a fun, hands-on and developmentally appropriate way, our EYFS scheme will enable children to strengthen key skills and explore new techniques and ideas. The scheme links to relevant outcomes and the Early Learning Goals taken from Development Matters the EYFS Statutory Framework. The scheme is play-based and ensures a child-led approach to Art and design, with every lesson reflecting the ethos of 'process over outcome'. Children will explore a range of media and grow in confidence as artists and makers. The units mirror the four key areas identified in our KS1 and KS2 scheme: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design. Each unit provides opportunities for pupils to learn new skills, practise their fine motor skills and develop their vocabulary with subject-specific language.



## KS1

In Key stage 1, children develop their knowledge and skills across four key areas: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design. Lessons build on their experiences in EYFS, introducing new techniques, a focus on developing their own ideas and increased opportunities to reflect on their own work whilst learning about a range of artists.



## KS2

The Art and design scheme of work for KS2 provides full curriculum coverage, developing pupils' skills and knowledge across four key areas: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design. Units can be taught in any order within the year group and can be adapted to fit alternative themes and topics.

Term	F1	F2	1	2	3	4	5	6
Advent 1	Nature Wreaths	Marvellous marks	Drawing – make your mark	Drawing – tell a story	Sculpture and Abstract Shapes	Drawing: by power prints	Painting and Mixed Media: Portraits	Drawing: make my voice heard
Advent 2			Paper Play 3d Sculpture	Painting & Mixed Media Life in <a href="#">Colour</a> (Geog: Poles Apart)			Painting & Mixed Media: Pop Art (Geog: North American Study)	
Lent 1	Spring Craft	Paint my World	Colour Splash Painting and Mixed Media	Sculpture Clay Pots & Tiles	Craft & Design: Roman Jewellery (History- Romans)	Painting and mixed media: Light & Dark (Geog: Water World)		Sculpture & 3D: Drawing to Sculpture Henry Moore (Hist: WW II)
Pentecost 1	Salt painting	Let's get Crafty	Make Your Mark Drawing inspired by the Sea (Geo)	Drawing Tell a Story	Drawing/Craft & Design: Henri Matisse Cut-Outs Artist study French Fauvist artist (Geog: Nottingham & Cote D'Azur)	Craft & Designers Anglo Saxon wet felt making (History- Vikings & Anglo Saxons)  Sculpture & 3D– installation/environmental art Artist study -Andy Goldsworthy (Geog: Blue Planet Water Ecology)	Craft & Design: Architecture of Brazil (Geog: London & Rio)	Drawing: observational and abstract drawing flowers/plants (Geog: climate zones & Biomes)
Advent 24	Nature Wreaths	Marvellous marks	Paper Play 3d Sculpture	Painting & Mixed Media Life in <a href="#">Colour</a> (Geog: Poles Apart)	Painting & Mixed Media: prehistoric cave drawing/painting (Hist: Stone Age)		Craft & Designers/Drawing: 'Buried with the Dead' (Hist: Ancient Egypt) Painting & Mixed Media: Pop Art (Geog: North American Study)	Painting & Mixed Media: Portraits (Hist: Victorians)

## Monitoring

The art leader and senior management are responsible for observing practice and monitoring the quality and impact of geography teaching and learning.

Monitoring throughout the school takes place whereby the subject leader:

- ✓ Updates the staff expectations document for art ensuring it is clear and concise.
- ✓ Planning – checking for coverage of knowledge, supports teachers via discussion of our whole- school progression map to adapt and make changes if necessary.
- ✓ Book audits and Pupil voice.
- ✓ Reviews resource provision.
- ✓ Discusses regularly with the Headteacher, the progress implementing this policy within school.
- ✓ Curriculum link governor will also visit to see 'Our Curriculum' in action.

## Assessment and Feedback

Teacher's record the progress made by children against the learning objectives for their lesson by assessing if they have achieved the Key Question, KQ by highlighting this green or orange.

Feedback is given to pupils in line with our feedback policy. This is often verbal and, in the moment, to enhance pupils' progression.

Written reports to parents and governors will occur annually



A Christian should use these arts to the glory of God, not just as tracts, mind you but as things of beauty to praise of God – Francis Schaeffer

## Ideas to be artists at home

- ✓ <https://www.parents.com/fun/arts-crafts/easy-art-activities-for-kids-to-do-at-home/>
- ✓ <https://www.messylittlemonster.com/2016/04/Exploring-famous-artists-inspired-art-projects-for-kids.html>
- ✓ <https://spin-art.net/>
- ✓ BBC Art Attack
- ✓ <https://www.tate.org.uk/kids/explore/top-5/top-5-sculptures>
- ✓ <https://wehavekids.com/education/all-christian-crafts>

## Priorities

- ✓ Rewrite of the Curriculum ensuring that threads are created building knowledge throughout.
- ✓ Implementation and assessment of the new curriculum for Art
- ✓ Staff CPD

I like doing art, I am good at it and can learn how to get better.

Learning about the different artists help me see that there are so many different styles or art.

When we look at religious art, we can wonder about what the artist wanted to say.

I love to paint, on paper or on the board!

Policy Written: October 23

Written by: C Mackie

Review: Every 2 years