

# THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

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## Art and Design Policy



**OFSTED July 2019**

'Pupils feel safe in school and believe that the adults take good care of them.'

'The quality of teaching, learning and assessment in the school is strong.'



**CATHOLIC SCHOOLS  
INSPECTORATE**  
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

**Catholic Schools Inspection February 2023**

'The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.'

'Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.'

'Prayer is central to life in Holy Family.'

***At The Holy Family School we are committed to Safeguarding Children***

***As a family we live, love, learn and celebrate with Jesus***

# Art and Design Policy

## Intent

At The Holy Family School, art and design enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Art provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. Through art and design, we enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They also learn about art and artists across cultures and through history. While art is essentially a practical subject and emphasis is placed on the progressive development of substantive (practical and theoretical ) knowledge through all year groups, similar opportunities are also provided for the development of disciplinary knowledge or reflection and, with increasing sensitivity, pupils acquire the ability to make informed, critical responses to their own work and that of others.

Our objectives in the teaching of art and design at The Holy Family School are to:

- Enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- Develop creativity and imagination through a range of complex activities;
- Improve the children's ability to control materials, tools and techniques;
- Understand and apply the basic principles of art, craft and design to include: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Record what they can imagine in sketchbooks
- Evaluate and discuss the outcome of their own work
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Inspire confidence, value and pleasure in art.

## Implementation

At The Holy Family School, we use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas as well as evaluating and developing work. We do this best through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, in order to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including technology.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Sketchbooks are used in KS1 and KS2 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. Each child has their own sketchbook which they take with them to the next class. This provides a record of the child's learning and progress. Teachers will initially teach children when it is appropriate to use them and will review the contents at frequent intervals. Work should be dated so that it provides a suitable record for both the teacher and the child. The contents of the sketchbook could include:

- A record of what has been seen
- Experiments with using various mark making drawings in a range of media
- Preparatory studies for further work
- The development of ideas for further study
- A record of basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

Art and design is a foundation subject in the National Curriculum. At The Holy Family School, we use KAPOW as a scheme which supports pupils to meet the National Curriculum end of key stage attainment targets and aims to cover the National Society for Education in Art and Design's progression competencies.

Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans focus on sequenced learning and the progression of skills in each of the 'making skills' specified under the National Curriculum (drawing, painting and sculpture) fitting in as much as possible with cross-curricular links or themes covered each term for each key stage. These plans define what we will teach so there is an appropriate balance and distribution of work across each term, as well as ensuring a progression in skills and experiences across the school. We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. Children are given the opportunity to review and evaluate their own and others work. They are encouraged to reflect on thoughts, feelings and using the correct vocabulary, make suggestions for improvement.

### **Early Years**

During the Early Years, we plan adult-led sessions to teach children the skills that are needed in order for them to access the Child Initiated opportunities. We relate the children's creative development to the objectives set out in the Early Years Foundation Stage Development Matters Statements and then at the end of Reception, children are assessed against the Early Years Profile. The children are given the opportunity to explore colour, texture, shape and form in two and three

dimensions. The children have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to nurture their artistic potential, the children are encouraged to develop their own creative ideas and evaluate their work. To ensure a smooth transition into KS1, children in Reception are offered a selection of lessons and units from the KAPOW Reception curriculum depending on the needs and interests of the current cohort. Lessons are aimed at supporting children to independently access Art and design opportunities offered in the provision and are linked to current topics and all areas of learning.

### **Key Stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### **Key Stage 2**

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

### **Impact**

At The Holy Family 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 ongoing to ensure that understanding is being achieved and that progress is being made.

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – where children are taught to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation using 'I can' statements. Through these, both children and adults are able to recognise the progress being made.

Sketchbooks are an additional record of an individual child's experiences and ideas and contribute evidence for assessment and reporting purposes.

### **Leadership and Management**

Role of the co-ordinator is to:

- advise and support staff in planning teaching and learning of art.
- establish portfolio files of children's artwork in each year group to evidence progression.
- promote art throughout the school e.g. displays.
- monitor use of the sketchbook throughout the school.
- produce the Art Policy.
- produce and implement the Art action plan with realistic and developmental targets.

- ensure progression of skills and a variety of art experiences are planned for in the whole school long term plan.

### **Monitoring and Evaluation**

At The Holy Family School, monitoring takes place regularly through sampling children's work, pupil surveys, teacher planning and learning walks. The sketchbooks that each child has serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected each half term and uploaded onto the staff shared drive as evidence.