

How Art and Design is Taught at St Mary's.

Vision

At St Mary's Catholic Primary, Art and Design is embraced as a creative learning experience which allows all children stimulating access to the whole curriculum. Art, craft and design embody some of the highest forms of human creativity, sparking children's creativity and imagination. For this reason, the subject plays many different roles at St. Mary's. From storytelling, to representing the changing world around them, to exploring their own emotions and feelings, art is widely taught and used in cross-curricular ways to strengthen children's knowledge and understanding of our world. As a subject, art is taught through a variety of ways that encourage children to think critically about creative works throughout history as well as inspire the curiosity to create their own work. Pupils engage with their own practice, reflecting on the variety of mediums and techniques that they work with and drawing links between their work and that of well-known artists and designers.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Intent

Throughout their time at St Mary's, our aim is for children to be able to develop their artistic skills and creativity by engaging with projects that encompass the progression of practical skills, teamwork, experimentation and critical thinking. These goals echo that of the National Curriculum for Art and Design, which state that children, 'should be able to think critically and develop a more rigorous understanding of art and design' (National Curriculum, 2013). Our long-term plan for KS1 and KS2 follows Kapow, offering engaging and progressive schemes of work to enrich learning and inspire pupils. This scheme also provides opportunities for practitioners to take part in new learning to allow for 'Outstanding' teaching in every lesson. In EYFS art and design will not follow Kapow through this academic year but instead, will continue to follow the Early Years Foundation Stage Framework. Here children will explore 'Imagination and creativity', 'Self-expression' and 'Communicating through the arts'.

Implementation

Children are given opportunities and encouragement to gain understanding and insight into how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of

our nation. The implementation of this aim can be seen in cross-curricular art links, diverse artists studied throughout all key stages, and through whole school art-themed wellbeing days. We showcase artwork produced by pupils at St Mary's through whole school displays, gallery walks, whole school art days, in sketchbooks and through our 'Cultural Arts' club (begun in 2022). This whole school approach and celebration of artists supports our vision at St Mary's to inspire, challenge and output excellence.

Impact

Pupils have the opportunity to share their work with their peers, other students in school, through assemblies and art displays, and with members of the St Mary's community through our galleries. In addition to this, children are assessed in their drawing skills throughout their journey through the school - developments in their artistic ability can be seen through the progression in quality of work throughout year groups, as well as the pupil's ability to celebrate and discuss other artist's work and reflect and build on their own.

Assessment and monitoring

In EYFS, children are assessed in a summative format. Pupil's work and progress is recorded on Tapestry as well as being showcased in classroom displays. Techniques are modelled and monitored by the class teachers and skills are developed following the EYFS framework.

In Key Stage 1 and 2, children's progress is assessed in both summative and formative formats. Summative assessment will be seen through oral questioning based on *Kapow* knowledge organisers for the unit as well as in-lesson observations. Formative assessment will be seen through mini end of unit tests which are also sourced from *Kapow*.

In Key Stage 2, children produce a sketchbook which follows them from Year 3 to Year 6. In this book, pupils evidence art and design work alongside any showcasing events/displays. Similarly, in Key Stage 1, children evidence their art work in showcasing events and have some great opportunities to show skills in their creative studies book.

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