



Art Policy

The Curriculum at Our Lady of Lourdes

At Our Lady of Lourdes RC Primary School, we believe in the importance of Art in providing a well-rounded balanced educational experience which allows children to express themselves freely and creatively and know that Art is essential in that it provides a safe space for doing so. We support the philosophy of Art for Art's sake and celebrate creativity in all its forms as a key part, not only of the learning experience, but of the human experience.

Children will be given opportunities to imagine and express their own ideas through Art and will be supported in realising their own creative potential, preparing pupils for lifelong learning and developing them into independent learners and thinkers who can "do great things with God's love."

Aims

The national curriculum for art 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.

Implementation

Each key stage focuses on different themes and artists to ensure continued interest in the subject as well as acquiring new knowledge and skills and children will continuously build on previous learning, producing creative, original work which reflects these skills and their progress and improvement. Topics also link to other curriculum areas such as work on the artist Nick Rowlands linking to work on Volcanoes in Year 3 and work on South American artists Frida Kahlo and Diego Rivera linking to Y5 Geography and English work. Full details of chosen topics can be found in the curriculum overview for Art. They will be supported in becoming proficient in the three core areas of drawing, painting and sculpture, as well as a wide range of other areas and skills in the art and design curriculum. The lessons should 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture of our nation. There are opportunities to use art within other subjects and in whole school events and celebrations to enhance learning in all areas.

Subject content

EYFS

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and

variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

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.

Pupils should be taught:

- 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.

Teaching Methods

A variety of methods are to be employed in the teaching of Art, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers are expected to utilise many differing techniques and approaches to ensure that the Art Curriculum is constantly made interesting, interactive and alive. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and

individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

Methods may include:

- Knowledge given and skills modelled by the teacher
- Use of a variety of media and materials, both usual and unorthodox
- Use of video and films.
- Using outside speakers and visiting artists/ experts
- Visits to places of relevance to the topic, e.g. art galleries, exhibitions, museums or locations which could inspire their creative work
- Use of ICT and mixed media
- Use of relevant reference and research materials to explore work of key artists
- Role play and drama to create empathy.

Differentiation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different abilities

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.
6. Challenges to stretch the thinking of those who have achieved the lesson objective.

Assessment and Recording

Teachers allow for assessment to be made during the course of an Art lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. At the end of each unit of work in EYFS, Key Stage 1 and 2, teachers will record achievement of pupils using our school assessment procedures for Art. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

This Policy will be reviewed by the Art Subject Leader following consultation with the Curriculum Lead 2025.