

# St Joseph's Catholic Primary School

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## ART AND DESIGN POLICY

Approved by the Headteacher: 04<sup>th</sup> December 2024

Presented to Governors  
(Curriculum & Standards Committee)

at its meeting on: 5<sup>th</sup> December 2024

A handwritten signature in black ink that reads 'NPhilpott'.

Signed:

Name: Nicola Philpott  
Position: Acting Headteacher  
Date: 04.12.2024  
Review Date: Autumn 2027  
Responsibility: Headteacher

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*'Growing together with Jesus in our hearts, heads and hands.'*

## ART & DESIGN POLICY

### MISSION STATEMENT

We are growing together with Jesus in our hearts, heads and hands.

### POLICY STATEMENT

At St Joseph's Catholic Primary School, we recognise that all subjects can be taught through the lens of our mission statement and charism– hearts, heads and hands (love, wisdom & action) as all three together play a significant part when learning. We therefore aim to provide an education that provides opportunities for pupils to experience:

- God's love: through this love, understand that we are empowered to love others, his creation and learning.
- God's wisdom: wisdom is a real-life process of cognitive integrations embodied in action which has a positive effect for oneself and others.
- God's workings and actions: our learning and lives are committed to the principles of [Catholic Social Teaching](#).

Art and Design provides opportunities to promote the following:

- Hearts: To develop an awareness of different cultures and values through art, approaching these with tolerance and human dignity.
- Heads: To recognise both own and others' creativity and reflect on how art and design affects the environment, so that they can make informed choices when planning and creating.
- Hands: To consider the views of others when working on collaborative projects, making the most of different strengths and interests within a team.

### POLICY CONTENT

Intent

Implementation

Impact

Equal Opportunities

#### INTENT

The art & design scheme used by St. Joseph's School (Kapow) follows the National Curriculum.

Kapow Primary's Art and Design scheme of work aims to:

- inspire pupils to explore art,
- develop pupils' confidence to experiment and invent their own works of art,
- give pupils every opportunity to develop their ability, nurture their talent and

interests,

- express their ideas and thoughts about the world,
- learn about art and artists across cultures and through history.

Kapow Primary's Art and Design scheme of work supports pupils to meet the National Curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

## IMPLEMENTATION

The Kapow Art and Design scheme of work is designed with five strands that run throughout.

These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Through Kapow Primary's Art and Design scheme of work, these strands are revisited in every unit. In our art and design skills and our formal elements of art units, pupils have the opportunity to learn and practice skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

The curriculum overview shows which of our units cover each of the National Curriculum attainment targets as well as each of the strands.

The progression of skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Kapow Primary's Art and Design curriculum develops pupil's knowledge and understanding of key artists and art movements through the 'Every picture tells a story' units and links to artists through practical work.

The units fully scaffold and support essential and age-appropriate sequenced learning and are flexible enough to be adapted to form cross-curricular links with our school's curriculum. Creativity and independent outcomes are robustly embedded into our units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are mostly practical in nature and encourage experimental and exploratory learning with Key Stage 2 pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These are stuck into the pupils' books and referred to in lessons.

Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art in our school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and Design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

### **IMPACT**

Kapow Art & Design curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

After the implementation of Kapow Primary's Art and Design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and Design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National Curriculum for Art and Design

Art & Design is timetabled for a minimum of an hour each week and each unit is taught across a half term, alternating with Design & technology.

### **Early Years Foundation Stage**

Expressive Arts and Design happens throughout the day in Early Years.

Some activities are adult led and linked to the different areas of learning, but mainly it is child led in our EYFS setting.

Areas of EAD:

- 1. Creating with materials**
- 2. Being imaginative and expressive**

Exploring and using media and materials is about how children experiment with media and materials, finding out about their properties and modifying and manipulating them.

Being imaginative is all about the children's explorations into the world of pretense, building on their experiences of the real world and transforming them into something new, through role play, music, small world play etc.

### **ASSESSMENT**

- Art & Design is assessed at the end of each Kapow unit. The teacher will use their formative assessment from each lesson (via marking book) and comments in children's books to decide whether the pupil is meeting age related expectations, lower or beyond.
- Each teacher will also have the opportunity to make a comment in the pupil's end of year Summer Report.
- The EYFS teacher photographs end products and creates a scrapbook including photos/examples of what pupils have been doing in class. Teachers are also

able to photograph 'big' or collaborative pieces of work to document the pupils' work.

- The KAPOW curriculum offers teachers an 'outcome' idea so they can make comparisons and use these for judging end products.

## EQUALITY

At St. Joseph's School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN pupils.

## ARTISTS

This is a list of artists Kapow pupils will learn about in lessons:

- A - Andy Goldsworthy, Ann Roth
- B - Banksy, Beatriz Milhazes, Ben Nicholson, Bridget Riley
- C - Carl Giles, Clarice Cliff
- D – Damient Hirst, David Hockney, David Shrigley, Diego Velázquez
- E - Ed Ruscha, Edouard Martinet, Edvard Munch, Edward Hopper, Edwina Bridgeman, El Anatsui
- F - Fiona Rae, Friedensreich Hundertwasser
- G - Guiseppe Arcimboldo
- H - Hannah Hoch, Hermann Rorschach
- I - Iberê Bassani Camargo, Ilya Bolotowsky
- J - Jaromír Funke, Jasper Johns, Jerry Uelsmann, Joaquin Sorolla y Bastida, John Dearle, John Singer Sargent, Julian Opie
- K - Kandinsky, Käthe Kollwitz
- L - Leo Baxendale, Louis Wain, Louise Bourgeois, Luz Perez Ojeda
- M - Magdalene Odundo, Mark Wallinger, Max Ernst, Monet
- N - Nancy McCroskey
- P - Pablo Picasso, Paul Cézanne, Paul Klee, Paula Rego, Peder Severin Krøyer, Peter Kennard, Pierre-August Renoir, Pieter Bruegel
- R - Raoul Hausman Renata Bernal, Roy Lichtenstein
- S - Sam Francis, Sokari Douglas Camp, Susan Beatrice
- V - Van Gogh, Vija Celmins
- W - Walt Disney, William Morris

## Equitable Delivery:

- Art & Design is mostly taught as a whole class lesson.
- Active participation is encouraged through speaking, listening and writing.
- Children are encouraged to communicate their findings in a variety of ways e.g. in their sketch books, outdoors and using a variety of materials.
- The implementation of this Art & Design policy is the responsibility of all staff engaged in the learning and teaching of Art & Design.

### **Equal Opportunities**

- The children focus on real lives and real families to avoid stereotyping. By teaching Art & Design, we contribute to the children's cultural education. They learn that art connects the world and learn about artists from all over the world.
- Pupils with special educational needs and disability (SEND) are given support in lessons and work is scaffolded appropriately with a varied choice of pedagogy enabling all children to achieve their full potential.

Reviewed by Mrs A Pearce

Policy to be reviewed every three years.

Policy to be approved by Headteacher.

Policy to be the responsibility of Curriculum and Standards Committee