



Our Lady of Hartley Catholic Primary School

Art and Design Policy

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Our Lady of Hartley Art Policy

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Our Lady of Hartley Art Policy

1.0 Introduction

This policy expresses the school's purpose for the teaching and learning of Art and Design. It sets out the aims, planning, assessment and monitoring of the art curriculum. It was developed in March 2021 by the art subject leader through discussion with teachers, the Senior Leadership Team (SLT) and secondary school specialists at a local secondary school (St Johns, Gravesend). It is based on the Art and Design programmes of study (POS): key stages 1 and 2 (*DfE September 2013*).

2.0 Curriculum Intent

At Our Lady of Hartley, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

We believe that Art is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils. Our Art Curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists.

Through our art curriculum, children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

3.0 Implementation

3.1. An overview of the Implementation of the Art and Design Curriculum

We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. Where possible, art lessons are taught through Mantle of the Expert style lessons (please refer to the Mantle of the Expert section of our webpage for more details <https://www.ourladyhartley.kent.sch.uk/mantle-of-the-expert/>) to allow children to make links between different subject areas and to use experiences to enhance the learning process. However, where it is deemed more appropriate, Art and Design lessons will be taught discretely.



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The skills and knowledge that children will develop throughout each topic are mapped across each year group and throughout the school to ensure progression (for more information on this, please visit the Art and Design section of our school website (<https://www.ourladyhartley.kent.sch.uk/art/>)). The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by.

A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. For more information on the progression of Art and Design skills at Our Lady of Hartley, please visit the Art and Design section of our website (<https://www.ourladyhartley.kent.sch.uk/art/>).

Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual 'Big Arts Day' which enables further focus on children's artistic skills and knowledge in collaboration with other local schools.

The school's high quality Art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

On-line Art and Design plans and resources, produced by Kapow, are available online and also on the shared drive. All resources bespoke to year groups are in class stock cupboards, in Art boxes. Any materials shared between year groups are stored in the stock cupboard by the Community room.

It is the responsibility of the class teacher to ensure they pack away all resources in the relevant class topic box for the subject at the end of each half term and to ensure all resources, artefacts and books are well looked after in class. All communal resources should be returned to their homes so all staff can access them.

3.2. Curriculum Implementation in Early Years

In Reception, staff select resources from Kapow and the EYFS curriculum to support the teaching of the Early Years curriculum and the achievement of the Early Learning Goals for Expressive Arts and Design 'Exploring and Using Media and Materials' and 'Being Imaginative'. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in the continuous provision areas. Practitioners will take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning. Including incorporating local artists into their learning.

3.3. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Art and Design. Children will



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study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

3.4. Equal Opportunities

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of a range of artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

3.5. British Values

Collaborative work in Art and Design develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important. Children are encouraged to work in a democratic way, exercising the ‘give and take’ required for successful teamwork.

3.6 Community Links

We encourage and welcome all parents and carers to support and assist with whole school events and art projects. Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for workshops or a discussion about how to support and enrich art and design at Our Lady of Hartley.

Additionally, we look to strengthen our links with local Secondary schools by working together on projects and to help prepare children for the next stage of their education career.

Whilst studying artists from other cultures and times, we welcome the opportunity to work with local artists.

3.0 Impact

The impact of the Art and Design curriculum is monitored regularly by the Art and Design subject leader through pupil discussion, samples of work and discussion with teachers. The Art and Design leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in can be part of individual teacher’s performance management plan.

The impact of individual lessons are monitored by teachers in a variety of ways including:

- An end of lesson reflection in line with the school’s feedback policy.
- On-going formative assessment.



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Reviews of children's progress and abilities are undertaken at the end of each unit and recorded onto Fisher Family Trust. These are collated and given to the subsequent teacher to be used to inform planning.

5.0 Policy review

The Art and Design Policy will be reviewed annually by the Art and Design subject leader and leadership team.