



Join the faith and learning journey



**St Antony's RC Primary School**

**Art Policy**

**Mission Statement**

**St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.**

**INCLUSION STATEMENT**

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

**Adopted by Governors: .....(signed on hard copy)**

**Date: .....**

**Review date:.....**

## POLICY INTENT

**At St Antony's Roman Catholic Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creativity, to appreciate the value the beauty in God's natural world and to develop their own God given creative talents.**

**Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.**

**[Ecclesiastes 3:11](#) - *He has made everything beautiful in its time.***

## 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.

## IMPLEMENTATION OF THIS POLICY

### SUBJECT LEADER ROLE

The subject leader for Art is Mrs Jessica Duxbury.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

## RESOURCES USED

A wide range of resources must be used during Art lessons to develop the children's mastery of Art and Design. Children must have the opportunity to explore a wide range of media and the ways in which it can be used in order for them to hone their skills and also develop a preference for a particular media. In doing so children will be able to choose appropriate media for a wide variety of Art lessons taught in school. Quality prints of artist's work are also used to inspire children when studying a particular artist or skill.

## CURRICULUM PROGRESSION THROUGH THE STAGES

### Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

Explore the textures, movement, feel and look of different media and materials

Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.

Use different media and materials to express their own ideas

Explore colour and use for a particular purpose

Develop skills to use simple tools and techniques competently and appropriately

Select appropriate media and techniques and adapt their work where necessary

### Key stage 1

Pupils are 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 are 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 are taught:

To use 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]

To learn about great artists, architects and designers in history.

## PLANNING AND SEQUENCING LEARNING

The art curriculum is planned around the topics taught in each year group changing on a half termly basis. Teachers use Curriculum Maestro when planning art lessons to ensure full coverage of skills. Curriculum Maestro also offers teachers ideas for cross curricular links therefore art skills and techniques can become a part of an English or history lesson for example. Teachers will liaise with the art coordinator when planning art lessons to clarify ways in which a technique can be taught or discuss next steps to develop a particular skill in art.

KARM cards are presented at the beginning of each new topic and stuck into sketchbooks for pupils to refer back too when needed.

## EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences.

Gender

SEND

Race

Religion

Different families

Use of Pupil premium

## ENRICHMENT AND MASTERY

At St Antony's, we provide our pupils with opportunities to demonstrate mastery within art in a variety of ways.

Art ambassadors play an important role in the development of art across the school. These children meet often to discuss art lessons, art in the outdoor area, Art days and opportunities to develop art further. Subject ambassadors are also involved with display work in school, often discussing design ideas with teaching staff and helping to put together the display as a team. Art exhibitions are held to share and celebrate artwork with parents and carers.

## EXPERIENCES THROUGH THE CURRICULUM

**Maths** – Printing using repeating patterns and geometric shapes in art lessons.

**English** – Using famous works of art to inspire 'big write' lessons.

**Geography** – Studying and recreating a variety of maps, flags of the world and various landscapes.

**History** – Looking at art through the ages, how it has changed and creating an artist timeline. A diverse look at artists throughout history.

**PE** – Using sport and observing the various action poses of themselves and their friends to assist with observational drawings.

**DT** – Through the design process, ideas will be drawn out initially and models created decorated using individual creativity.

**Music-** Using different genres of music to inspire in art lessons. –.  
**RE** – Studying and recreating works of religious art.

## HOME SCHOOL LINKS

Pupils are encouraged to share artwork they do at home via class dojo to celebrate their creativity at home. Artwork completed in class will be proudly shared and celebrated via class story page and on our school website. Art is celebrated during our weekly Gold Book assembly with pupils often being chosen for artwork pieces they have completed. Exhibitions to share and celebrate artwork with friends and family.

## MEASURING THE IMPACT OF OUR POLICY

### RECORD KEEPING AND ASSESSMENT

Class teachers are responsible for the day to day assessment of art using the Target Tracker steps and statements. Termly data on art progress is analysed by the art lead.

### MONITORING, REVIEW AND EVALUATION

Learning walks, lesson observation, pupil interviews and book scrutiny's are carried out often to review and evaluate Art and the progression of skills across the school.

### STAFF DEVELOPMENT

Staff are currently team teaching alongside the art lead on a termly basis to develop creative skills across school. SIG training and network meetings are consistent for the art lead to discuss and support all teaching staff across school.

### GOVERNORS INVOLVEMENT

The link Governor for this subject is Joanna Gildart.

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

### CONCLUSION

We intend to provide children at St Antony's with engaging and motivating art lessons, both inside and outside of the classroom, which will enable them to nurture and develop their love for the subject and the world in which they live in. We aim to give St. Antony's children the best possible start to their school lives and beyond.

Reviewed by staff September 2023  
This policy will be reviewed every two years.