



# **St. James' Church of England Primary School**

## **'Building One Faith, One Family, Our Future'**

### **Art Policy**

Written by J. Blackburn - Autumn 2014

Reviewed by H. Smith - Spring 2025

Approved by Governors -

Review Date – Spring 2027 (Standards Committee)

## Foundation, Vision and Intent

**St James' Lower Darwen**

Church of England Primary School



**"Building One Faith, One Family, Our Future."**

**"We offer a holistic curriculum that champions our community and is aspirational."**

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

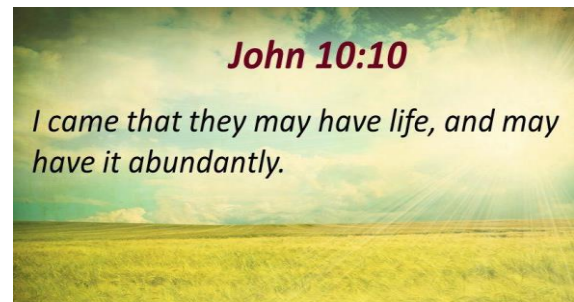
LOVE

TRUTH

JUSTICE

**Jeremiah 29:11**

**John 10:10**



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, R.E and our links with Church, work towards making this happen.

## **1. Rationale**

Artistic expression and appreciation are routes by which people can enrich their own lives.

It is our aim to awaken children to the range and potential of their own creative powers so that they will seek that enrichment for themselves.

## **2. School Aims**

1. To provide opportunities through which children can develop artistic skills and techniques.
2. To provide opportunities for learners to handle a range of materials and tools in an appropriate and safe manner.
3. To provide opportunities for self-expression in response to sensory and emotional experiences.
4. To help children develop art language when exploring art and artefacts.
5. Through exploration of existing work we will help children to appreciate the work of other artists, designers and children, as well as being able to examine their own achievements more critically.
6. To develop a sense of pride and self-fulfillment.
7. To put to use elements of children's previous learning and experience, incorporating skills learnt in other areas of the curriculum.
8. To help children to develop the social skills required to work as a member of a team, as well as the ability to work independently when the situation demands this.
9. To ensure that all children are treated equally, irrespective of gender, ability, ethnicity and social circumstance and have the equal opportunity to achieve their maximum potential.
10. To help children see art and design as an exciting, creative and rewarding experience.

## **3. National Curriculum – Aims**

All pupils will:

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

#### **4. Curriculum Content**

Our art and design curriculum is delivered through Kapow Primary. In EYFS, pupils access the art and design curriculum through discrete lessons (Kapow) and continuous provision. In KS1 and KS2, art and design is taught through lessons based on the KAPOW curriculum and enhanced through enrichment opportunities e.g. class assembly performances and whole school events.

The Kapow scheme covers five key areas of art and design at an age-appropriate level as the children progress through school. These are: generating ideas, using sketchbooks, making skills (including formal elements,) knowledge of artists and evaluating and analysing. There is a clear progression of knowledge and skills throughout the year groups and this document is saved on the school website.

#### **Promoting SKATS through Art and Design**

Art and design provides the opportunities for pupils to develop many of our SKATs with particular focus on:

- improving;
- aiming high;
- having confidence;
- being a team player;
- being an active listener;
- having a go;
- planning and creating
- being aware of strengths and what I find difficult.

#### **5. Planning**

As a school we have adopted the Kapow combined scheme of work. This covers all of the national curriculum requirements. Each year group teaches 3 units of art and design which incorporate a variety of skills linking to drawing, painting, mixed media, sculpture and craft and design. The skills progress clearly and significantly as children move through school and a breakdown of this can be found in the KAPOW progression of skills and knowledge document.

#### **6. Assessment and Record Keeping**

Teachers assess children's work in art and design through formative assessment as they observe them during lessons. There is also an assessment area on KAPOW with examples of work to help teachers assess the children accurately. Children's attainment in art and design is recorded using steps on Target Tracker. An effort and attainment grade is given in the annual report to parents.

#### **7. Resources**

Specific art resources are ordered in advance for all art and design teaching units to ensure children have the equipment they need to complete each unit. We also have an art cupboard which is replenished regularly. The school uses the online resources which are on the Kapow website to support with the delivery of lessons.

#### **8. The Role of the Subject Leader**

The art and design subject leader is responsible for the implementation and oversight of art and design. Their role also involves the monitoring and evaluation of standards, as well as supporting colleagues in delivering the curriculum effectively through resourcing and practical help.

## **9. Equal Opportunities**

All children have equal access to the curriculum regardless of their special needs, gender, race or background. We also have a 'Supporting SEND Children within Art' document which we use in school. Pupil performance is analysed throughout the school to monitor and subsequently address any disparity between groups.

## **10. Governing Body**

Governors are invited to attend relevant school INSET and visit the school each academic year to talk with the subject coordinator. When possible, the art and design governor observes the teaching of art and design and, in conjunction with the coordinator, reports back to the curriculum committee.

## **Evaluation**

This policy will be reviewed in two years. The review will consider:

- pupil achievement;
- coverage of National Curriculum Programmes of Study;
- staff development and feedback;
- classroom observation;
- external inspection/advice.