



**Learning to Love, Loving to Learn**  
Love God, Love Each Other, Love Learning

*Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed respected and cared for and where Love is at the heart of everything we do.*

**Sacred Heart R.C. Primary School Policy for ART & DESIGN**

*The beauty of art enriches life and creates communion, because it united God, man and creation in a single symphony. It connects the past, the present and the future, and it attracts- in the same place and with the same gaze- different far-off peoples.*

**CURRICULUM INTENT: THE DAWN CURRICULUM**

Art and design enables children to communicate their thoughts, ideas and observations in a practical and expressive way. Guided by the techniques of the great artists and through experience of a variety of materials, tools and techniques, our children have the opportunity to record creatively the world around them.

**THE ART CURRICULUM** ensures that all children:

- 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.
- Have opportunities to learn about art from different times and cultures.

**CURRICULUM KNOWLEDGE & SKILLS**

Long Term Planning ensures spaced-out encounters with a wide range of artists and their techniques (Appendix 1). Progressive Year Group end-points are described in detail within the Rainbow Skills Progression (Appendix 3). This builds from EYFS to the end of Year 6 and is informed by EYFS Development Matters 2022 and the National Curriculum. In completing all activities, children use a progressive art vocabulary as described in Appendix 2. Medium Term Planning ensures that prior knowledge and skills are reviewed and then built upon each year. Within lesson success criteria, knowledge (I know) is addressed before skill (I can). As a result of all of the above, the curriculum gradually builds proficiency. A progressive knowledge base is also underpinned by the school's use of the Step by Step Art Curriculum.

**CHALLENGE FOR ALL: INCLUSIVITY**

Teachers ensure that art is at the correct level of challenge for all learners by scaffolding learning for SEND pupils and other vulnerable groups using the

Graduated Approach; and by applying the principles in the GMAT policy for Gifted, More Able and Talented pupils.

At Sacred Heart, GMAT pupils in Art are identified using the following characteristics.

1. Think and express themselves in creative, original ways
2. Take risks without knowing what the outcome will be
3. Analyse and interpret their observations and present them creatively
4. Communicate original ideas, insights and views
5. Confidence in using a wide range of tools and techniques skilfully
6. Critically evaluate visual work and other information

## **READING ACROSS THE CURRICULUM**

### **Principle 1: Teaching of Skills**

Reading is of Prime importance at Sacred Heart. The school has robust systems and rich experiences for Quality First Teaching of reading as well as for reading interventions. Routine and rigour is evident with regards to phonics, Guided Reading, Reading for Pleasure, Daily Reading and Home-School Challenges. As a result, children develop the skills they need in order to access, enjoy and be challenged by their wider curriculum.

### **Principle 2: Routine Application**

Given its importance, reading is a part of every lesson throughout the curriculum. They are hooked into this reading by making text-text and text-life links. Children are required to interpret meaning in their reading in a number of ways: take a text and think about the meaning in a new way e.g. expressing it differently through art, story, performance etc. Quality questioning is used (in line with Guided Reading). Use of technology for research across the curriculum fosters critical reading skills.

### **Principle 3: Challenge, Appeal and Progression**

Staff identify relevant, challenging and appealing books and magazines for their curriculum topics and across the curriculum areas. Texts are found to challenge children with EAL, SEND and other identified groups (such as Pupil Premium, boys and the More Able). Vocabulary progressions have been developed for each curriculum area to drive progressive reading throughout the school.

## **ASSESSMENT**

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Formative assessment involves identifying each child's progress in each aspect of the curriculum, determining what each child has learnt and what should therefore be the next step in their learning. Such AfL activities focus mainly on component tasks, which lead to more composite pieces of work. Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

A best fit approach is then used to record children's knowledge and skills and to record these on a termly basis using Target Tacker.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings throughout the year.

### **USE OF SKETCHBOOKS**

Sketchbooks are used from Year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work.

The contents of the sketchbook could include the following:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in its entirety
- ICT prints and image manipulations.
- A stickered date, Learning Objective and key vocabulary.

### **ENRICHMENT**

The school has a planned calendar marking key events. Visits to galleries, exhibitions and workshops are encouraged to enhance learning. Displays are regularly up dated and reflect the work of the pupils throughout the year. Art days are planned to give opportunity for all children and staff to partake in a focused and shared approach with training and artist led learning.

***This policy will be reviewed at least every two years.***

#### **Appendix 1**



Art LTP.docx

#### **Appendix 2**



Art Progression of  
skills.docx

#### **Appendix 3**



Art vocab  
progression.docx