



# English Martyrs'

CATHOLIC VOLUNTARY ACADEMY

## English Martyrs' Catholic Voluntary Academy Art Subject Policy



*“At English Martyrs’ Catholic Voluntary Academy, we offer a broad-based curriculum which promotes the spiritual, moral, cultural and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life.”*

### **Our statement of Intent for Art:**

English Martyrs’ aims for every child to experience an individual learning journey in Art in order that they make excellent progress from whatever their starting point may be. Art is an enhancer subject in our curriculum - meaning that along with Design Technology, it is integral to enhancing the learning within our termly topics throughout the school. These topics are guided by the National Curriculum and shaped to explore the children’s interests.

At English Martyrs’ the Arts encompass a wide range of subject areas and disciplines including Drawing, Painting, Printing, Sculpture, textile art, collage and use of IT in art. Arts at our school means providing our pupils not only with the opportunity to learn about and participate in each of these areas, but also providing them with the platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities through performance. In addition to taught art lessons, Art is woven throughout our other subjects and opportunity for artistic expression are regularly provided within: RE work and celebrations of other faiths and cultures; English lessons through study of illustration and cover art; national and local events such as Armistice Day, Anti-bullying week and Cultural festivals. We are currently exploring opportunities to celebrate the life and work of Dame Laura Knight, an artist born in Long Eaton who was among the most successful and popular painters in Britain and became the first woman elected to full membership of the Royal Academy. We are also developing links with Cresswell Craggs museum to explore the ancient cave engravings made there. Through these connections, we aim to broaden and strengthen our children’s artistic and cultural awareness.

In line with the National Curriculum (2014), English Martyrs’ ensures that our high-quality art and design education engages, inspires and challenges our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they progress, they are able to think critically and develop a more rigorous understanding of art and design. They also know how art and design both reflect and shape our history, and contribute to



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**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



the culture, creativity and wealth of our nation.

## **Art in the EYFS**

Expressive arts and design is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

## **Our Implementation: Teaching and Learning in Art**

The teaching and learning of Art is integrated into our learning challenge curriculum with Art and DT being the “enhancer” for the overall question. However, the art curriculum is delivered explicitly so that children know exactly which subject they are learning within each topic. In order to ensure an individual learning journey, pre-learns are used to ascertain every child’s prior knowledge and skills before each topic. Teachers then adapt plans accordingly to support every child being challenged at the ‘leading edge’ of their learning. ‘Skills sheets’ and ‘Knowledge Mats’ are then produced and given to the children so that they can understand the aims of the topic. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning

Long-term and Medium-term plans show the curriculum coverage of Art. Progression in the objectives and skills can be seen across the year groups. The Subject leader has a thorough knowledge of the skills which are linked across the year groups and are therefore non-negotiable in order for children to make connections and build on prior knowledge. The subject leader has also identified new knowledge or “sticky knowledge” which must be purposefully taught and learnt. Short Term plans are produced by class teachers on a fortnightly basis for the teaching of Art.

## **Our Impact in Art**

We have self-evaluated our outcomes as Outstanding in art for the following reasons: The vast majority of pupils are working at ARE or GDS, with all year groups making progress throughout the academic year. Pupils can articulate their knowledge and understanding of Art in a clear and consistent manner, appropriate for their age. This is evident consistently in their work produced.

Termly book scrutiny by the subject leader ensures that teachers have correctly identified vulnerable groups or focus children in each year group to allow for interventions to take place in order for these pupils to make rapid progress. Interventions for vulnerable groups such as SEN, EAL and Pupil Premium are a strength of the school.

## **Assessment**

Art is assessed using teacher judgements through observation of children’s involvement and their produced outcome in lessons. Teachers make an assessment of the children’s progression in alignment with the outcomes of the National Curriculum for their specific Key Stage and Year Group/s and highlight the child’s skills sheet accordingly. This skills sheet then becomes a working record of the child’s achievements and progress to date.

## **Monitoring and Review**

Under the SLT, the Subject Leader will regularly monitor children’s work and of the quality of teaching and learning in Art. The role of the subject leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Monitoring will be carried out through:

- Learning walks
- Book scrutinies
- Environment checks (displays, skills boards etc)
- Pupil voice meetings
- Staff interviews/questionnaires

**Policy written by:** Lisa Oldershaw - September 2019

**Reviewed by:**

