

*Being different, Belonging Together in the family of God*

## Art & Design Policy

2025-26

St Mary and St Joseph's  
RC Primary School

Review Date: September 2026

At St Mary and St Joseph's RC Primary School we value Art and Design and understand that it forms an important part of our curriculum. We ensure that our curriculum is accessible to all of our children and provides engaging, inspiring and challenging learning opportunities which allow our young minds to work creatively and imaginatively. Alongside the teaching of the knowledge and skills to experiment, invent and create their own works of art we want every child to foster a love of art through which they can develop intellectually, emotionally, physically and socially. The art and design national curriculum document states that children should be able to, 'think critically and develop a more rigorous understanding of art and design and should know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation'. Where appropriate, projects may also be linked to a community or cultural issue to engage our artists in the world around them and to help them understand the role they play as an individual.

### **Aims**

- to provide all children regardless of ability, gender or race with an opportunity to express themselves visually in an enjoyable manner
- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to develop an understanding of drawing, painting, printing, sculpture, collage and textiles. This will include using aids such as computers to encourage the children to articulate and communicate ideas, opinions and feelings about their own work and that of others
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

### **Our pupils will:**

- Produce creative work, exploring their ideas and recording their experiences
  - Become proficient in drawing, painting, sculpture and other art, craft and design technique
  - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
  - Evaluate and analyse creative works using the language of art, craft and design
  - Understand how design has shaped the way we live today and how key areas of history have impacted on our lives today
  - Understand how design is always adapting to meet our changing needs
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### **We will provide the opportunity to:**

- Use their sketch books to record, plan, reference and develop ideas
- Practise new skills whilst working independently, in pairs or collaboratively in a group
- Critically evaluate their own work and that of others in order to learn from their experiences with evidence of peer marking.
- Learn from first hand experiences, my own locality and art/ artists of other faiths and cultures
- Explore spiritual, social, moral and cultural values through the medium of art
- Use new vocabulary to analyse and talk about works of art and evidence of clear annotation.
- Create artwork with a real purpose such as enterprise, community link or public viewing.

### **Our Governing Body, SLT, subject leader and teachers are responsible for;**

- Ensuring the curriculum meets the needs of all our children including those with additional needs (review this regularly)
- Understand and articulate the expectations of the curriculum to support teachers and support staff in the delivery
- Produce a progressive curriculum with a balance of all art forms across the year groups
- Develop a value and appreciation of art throughout school with high expectations of sketchbook and displays both within school and the wider community.
- Providing wider opportunities in the arts and opportunities for more able to extend their skills
- Plan for cross curricular learning to create depth in learning and meaningful and purposeful experiences
- Ensuring health and safety procedures are in place, understood and adhered to all staff and pupils
- Providing regular feedback to the Governing Body in relation to our arts curriculum and attainment
- Ensuring that all staff, understand the expectations of the curriculum support them in the delivery of art and design.

## **Impact**

We want our children to leave St Mary and St Joseph's having developed an appreciation and enjoyment of the visual and creative arts. Our children will have had varied opportunities to produce pieces of work inspired by the work of artists and craftsmen, both past and present. Every child will have had their work celebrated and shared with a range of audiences and understands the joy that can be shared with others through a simple piece of art.

*'Art encourages children to think, develop skills and confidence as they go' Mary Ann J Kohl*

**By the end of each key stage, pupils are expected to;**

- know, apply, and understand the knowledge, skills and processes within the programme of study.
- Through discussion pupils talk enthusiastically about their artwork. They have acquired the vocabulary to articulate their ideas clearly and coherently and are able to analyse and evaluate both their own work and that of others. They are confident in identifying strengths and weaknesses.
- Children will have achieved age related expectations in art at the end of their cohort year. Children will retain knowledge about their focus artists for each unit of work.
- Children will know why it is important to learn and develop creative skills.
- Pupils know and understand how art has shaped and contributed to history.
- Pupils understand and demonstrate artistic skills in lessons.
- Pupils use acquired vocabulary in lessons.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- Pupils will have a secure understanding of the key techniques and methods for each art form: colour, form, line, shape, tone and texture.
- Pupils are able to make choices about their art work and decide upon the most suitable tools and materials to achieve the desired effects.
- Pupils enjoy using different drawing techniques to record observations, recall memories or express imagination. These skills are transferable and used in all areas of the curriculum

Teachers plan a range of opportunities to use art skills and knowledge through creative and inspiring sessions inside and outside of school. Children have access to opportunities which improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. We want our pupils to strive for originality in the development of their ideas and approaches and understand the value of experimentation and working beyond their comfort zone in order to discover and develop creatively.

### **Teaching and learning style**

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

### **The Foundation Stage**

We encourage creative work in the reception class as this is part of the Early Years Foundation Stage Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. We provide a rich environment in which we encourage and value creativity.

Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

### **Teaching art and design to children with special educational needs**

At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

Opportunities for assessment will normally take place on a day to day basis, occurring frequently and informally given the pupil-teacher ratio within the school.

Assessment is mainly based on what pupils do. This may take the form of listening to and observing what a pupil may have drawn, painted, modeled, constructed or designed. Types of activities and results may be many and varied and therefore it is important to share targets and expected outcomes with the pupils in order that they may have a greater understanding of the tasks involved.

Evidence of pupils' work may be in the form of photographs, discussions, annotations of work. It is important that pupils are encouraged to self-evaluate in a positive manner, to be able to justify why they may have used a particular approach and where they may make

changes to enhance their work during a future activity. Sharing ideas with their peers is also a valuable form of assessment.

Assessment will be most effective where it is part of an overall long-term plan for progression and balance for pupils to develop learning in and through the Arts

- To ensure that each child develops appropriate skills and techniques through active and purposeful experiences using a variety of art materials and teaching strategies.
- To lead each child to an awareness of safe and economical use of resources.
- To enable each child to be given opportunities to look at and discuss examples of artists' work from different times and cultures; to acquire a subject-specific language; to begin to appreciate different styles and techniques of various artists and thus help him/her to make practical connections between their work and his/her own.
- To encourage each child to share responses to his/her work and that of others, both with peers and adults. This may lead to modification of the work in hand by changing materials and techniques.

### **Resources**

We have a wide range of resources to support the teaching of art and design across school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the stock-cupboard. Teacher resources such as books and posters are kept in the resource room.

### **Monitoring and review**

The Art co-ordinator must undertake a book look which takes place termly for each year group. This is monitored by teacher's planning, observations in the classroom and analyzing children's work. The next review will be due by the 24<sup>th</sup> October.

Written: September 2025

Presented to Governors:

Review: September 2026