St Mary's Catholic Primary School

Art and Design Policy

We grow and learn in the footsteps of Jesus

Approved by	
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Position:	Subject Leader
Signed:	D. Holmes
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Art and Design Policy

INTENT

Aims and objectives

Art and design should stimulate creativity and imagination. Through visual, tactile and sensory experiences, Art and Design is a unique way of understanding and responding to the world, enabling children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

At St Mary's we believe that Art and Design is an important way of communicating, that will inspire and motivate children. It is a vehicle for personal expression and it plays an important part in the personal development of people, in regards to self-confidence and creativity. Art provides the opportunity for children to show their feelings and passions through a manner different to any other. The subject embodies some of the most vital methods of human creativity. We provide opportunities for all children to experiment, invent and create their own works of art as well as thinking critically about art. We also focus on how art and design reflect our history and contributes towards culture.

Pupils will

- Become visually literate and understand that art is a form of communication.
- Use a wide range of media to communicate ideas and feelings.
- Nurture and harness creativity and acquire and develop a range of skills and techniques.
- Develop a capacity for imaginative and original thought and try out ideas without the fear of failing.
- Learn about the world around them through observation.
- Learn about the role of art, craft and design in their environment and take inspiration from it.
- Become independent in the planning and reviewing of their work
- Develop their full potential confidently and independently.
- Evaluate and analyse creative works using the language and key vocabulary of the topic,
- Know about significant artists and craft makers, and the impact that this has had on the history and culture of the subject.

At our school, we teach Art and Design to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our Art and Design teaching, we aim to provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take reasonable steps to achieve this.

IMPLEMENTATION

Teaching and learning style

At St Mary's School each teacher strives to make art and design an enjoyable learning experience. Art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress and to encourage development. We encourage children to participate in a variety of artistic tasks through which we aim to build up the confidence of all children. Part of our teaching focuses on developing the children's ability explore their own ideas to produce creative work. Children are taught to analyse and give their own opinions on various pieces of art and craft work, using key language and vocabulary. This should enable the children to think more critically and show a deepened understanding of the subject. Children develop descriptive skills in lessons when learning about how art can represent feelings and emotions.

We ensure that each child reaches an appropriate standard through:

- *Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.*
- *Having the opportunity to examine natural objects, everyday artefacts, historical artefacts and developing clear links between art and design and I.C.T. opportunities.*
- *Encouraging children to work individually, in pairs, small groups and as whole class when required.*
- *Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.*
- *Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.*

At St Mary's, we follow the 'Kapow' scheme of work. We use this well sequenced and progressive curriculum containing the key concepts children need to be procedurally fluent in to work and think like professional artists.
While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.
The key concepts in art and design we plan a progression for are as follows:

- *Making skills (including formal elements)*
- *Knowledge of artists,*
- *Evaluating and analysing,*
- *Generating ideas*
- *Using Sketchbooks*

We carry out the curriculum in Art and Design in four phases as per the 'Kapow' shared curriculum with Design and technology. Each year group covers three of the four phases, with variation between the classes.

- Drawing,
- Painting and mixed media,
- Craft and design,
- Sculpture and 3D.

The long-term plan maps the topics studied in each term during the key stage. The subject leader devises this plan in conjunction with the 'Kapow' scheme and also with teaching colleagues in each year group.

The medium-term plans give details of each unit of work for each term. The lesson plans are from 'Kapow' which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping track of these individual plans and the class teacher and subject leader often discuss them.

Foundation Stage

In our Foundation stage, 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.

Within the foundation stage we run continuous provision, where children have free access to all resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the foundation stage profile, as well as the age-related expectations in development matters.

Key Stage One

During Key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own experiences. We build a foundation of key artistic skills which can then be built upon as they progress through the school.

Key Stage Two

During Key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through

providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

IMPACT

Children will demonstrate their ability in Art and Design in a variety of different ways. Younger children might, for example, use new materials in exploration during continuous provision, whilst older children may produce their own interpretation of a famous artist's work using a range of media. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Verbal feedback is given to the child to help guide their progress. Older children are encouraged to make judgements about how they can improve their own work and peer assess work of other children in their class.

Throughout a unit of work, teachers assess pupil's progress using national curriculum standards. Teachers mark who have met/not met the objective for each strand of the curriculum after the relevant lesson. We use this as a basis of assessing the progress of the child and we pass this information on to the next teacher at the end of the year. Teachers will make a judgement at the end of each Art and Design unit of work on whether pupils are working below age related expectations, at age related expectations and above age-related expectations.

The Art and Design subject leader will keep samples of children's work in a portfolio. These will demonstrate what the expected level of achievement is in Art and Design for each age group in the school.

Monitoring and review

The coordination and planning of the Art and Design curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in Art and Design and by providing a strategic lead and direction for the subject;
- Gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates further areas of improvement.
- Uses specially allocated regular management time to review evidence of the children's work, and to observe Art and Design lessons across the school.

This policy will be reviewed at least every two years.

Signed: D. Holmes
Date: 19.01.2026