



St. Mary's RC Primary School

Art and Design Policy

Date policy last reviewed: March 2025

Mission Statement

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

INTENT

At St Mary's we love the chance to get creative and engage with a range of arts, crafts and media to show our love of art. Each class completes three units of art a year (one per term) where we get to explore and create with different artistic media. Art is taught as a block, within each school term. During the block, teaching and learning is dedicated solely to art, allowing children to become immersed in the subject and dive into exploring an artistic skill, building on prior artistic knowledge. Each unit that children cover introduces them to new artists, teaches them specific unit skills and shows progression, culminating in a final piece of artwork, allowing children to explore, develop and showcase their own creativity.

1. Aims and Objectives

At St Mary's we love the chance to get creative and engage with a range of arts, crafts and media to show our love of art. Each class completes three units of art a year (one per term) where we get to explore and create with different artistic media. Art is taught as a block, within each school term. During the block, teaching and learning is dedicated solely to art, allowing children to become immersed in the subject and dive into exploring an artistic skill, building on prior artistic knowledge. Each unit that children cover introduces them to new artists, teaches them specific unit skills and shows progression, culminating in a final piece of artwork, allowing children to explore, develop and showcase their own creativity.

IMPLEMENTATION

2. Statutory Requirements

2.1 This policy reflects the requirements of the *National Curriculum Programmes of Study*, which all maintained schools in England must teach.

2.2 It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of governing boards set out in the Department for Education's *Governance Handbook*.

2.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*.

3. Subject Organisation

3.1 Planning

Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D forms) will be developed by providing a curriculum which will enable children to reach their full

potential. We use the Kapow scheme, which gives opportunities for children to express their creative imagination as well as practise and develop mastery in the key processes of art: drawing, painting, printing, and sculpture, all whilst studying a range of noted contemporary and classical artists.

Our objectives in the teaching of art and design are:

- to enable children to record from first-hand experience and from imagination,
- to encourage children 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 foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.
- to develop the cross-curricular use of art and design in all subjects.

3.2 Cross-curricular links

Wherever possible, the art curriculum will provide opportunities to establish links with other curriculum areas.

English

Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics

Pupils further develop their understanding of maths, Art and maths are interconnected through concepts like proportion, perspective, balance, symmetry, and geometric shapes, which artists use to create visually appealing and structurally sound artwork.

PSHE

PSHE (Personal, Social, Health, and Economic education) and art are linked through their ability to foster creativity, self-expression, and critical thinking, while also promoting well-being and social awareness.

4. Equal Opportunities

4.1 Protected Characteristics and Inclusion

4.1.1 All children in school have regular access to art appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our art planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

4.1.2 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

- 4.1.3 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

5. Spiritual, Moral, Social and Cultural Development

- Pupils learn to express their feelings in a creative way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

6. Assessment and Reporting

The Subject Leader will monitor lessons and teaching and talk to pupils. When appropriate it is also possible that the Art Subject Leader will seek the support of a specialist to evaluate areas of the curriculum.

- Pupils will be assessed through observations made during lessons.
- Teachers will record the progress of pupils against the learning objectives for the lesson.
- Throughout the year, teachers will plan on-going assessment opportunities to gauge whether pupils have achieved the key learning objectives.
- Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.
- Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

7. Role of the Subject Leader

The Art Subject Leader is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective art timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed,

-Maintaining and replacing resources. these resources in a central store. We use examples of successful products to ensure that we can explore what makes a good quality product, fit for purpose as well as access to the internet to support the children's individual research.

- Ensuring the areas of the premises used for art lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of art at the school, ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments when teaching in the school grounds, and beyond.
- Maintaining records relating to the teaching of art.
- Attending any necessary training, to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their art lessons.
- Providing the headteacher with an annual summary report regarding the teaching of art at the school.

7.1 Monitoring and Review

- This policy will be reviewed on an annual basis by the headteacher and Art Subject Lead, with any changes made to the policy being communicated to all teaching staff and the governing board.
- The curriculum plan will be monitored and evaluated by the Art Subject Lead, including the planning, assessment and reporting arrangements in place.

7.2 Resources

Resources are kept in a central store which is accessible to staff only, The Art Subject Lead will regularly check resources and replenish where necessary.

8. Role of the Governing Body

8.1 The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

8.2 The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

9. Additional Subject Information and Teaching and Learning Style

At St. Mary's we believe 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 quality first whole-class teaching. Teachers draw attention to good examples of individual performance as models for the other children, allowing the children to constantly be evaluating their own work and

making decisions to develop their own learning as we encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them.

We ensure that children:

- develop creativity and imagination through a range of complex activities
- become confident to recognise and use a range of different medias
- develop their own thoughts and ideas, allowing them to develop pride in their artwork
- build and apply a repertoire of knowledge, understanding and skills to design, evaluate and critique their own work and ideas, as well as the work of others
- foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers

Policy Review

This policy will be reviewed annually - March 2026