

SAINT MARY'S CATHOLIC PRIMARY ACADEMY
Mr J O'Connor – Head Teacher



CURRICULUM POLICY FOR ART & DESIGN

Approved by: Joseph O'Connor Date: September 2025

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Next review due by: To be monitored and updated as required

CURRICULUM POLICY FOR ART & DESIGN

[Mission Statement](#)

"We Value All in the Name of Jesus the Christ"

Learning is a sacred endeavour.

Here are some highlights from a document shared in full on our 'Building the Kingdom' course – to whet your appetite!

How is Art a sacred subject?

Art is a spiritual encounter exposing the learner to a profound level of communication and expression ... Through artistic expression the learner is enabled to comment on profound social issues and spiritual experiences offering a window into God's divine creation.

Introduction

Art & Design is a practical subject about exploring visual and tactile qualities of expression and considering the art and design of others. It encourages experimentation and originality, and accepts every style and all abilities. It is a celebration of children's imagination.

Intent

At St Mary's, we value Art and Design as an integral part of our children's right to a broad and balanced curriculum. The teaching of Art and Design is developed to build on children's prior learning and provide opportunities to be creative through curricular and cross-curricular topics. Children are enabled to develop and extend their creative skills with the opportunity for self-expression and a chance to build their resilience, confidence and critical thinking skills through working independently and collaboratively with others. Children are introduced to a variety of artists both local and in the wider community to enhance their cultural capital and know about life beyond Grimsby - this enables the children to reflect on their own history and heritage while understanding the richness of societies world-wide. At St Mary's, the intent of our Art and Design curriculum is to encourage the children to be artists and create, craft and design their own creations.

Implementation

At St Mary's, we teach the National Curriculum 2014 and Expressive Arts and Design - Creating with Materials in the Early Years framework. Our

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Art and Design curriculum at St Mary's is designed to be delivered through the entirety of the school with lessons delivered once a week when Art and Design is the driver topic, this is in rotation with Design Technology. Lessons are progressive and taught systematically to deliver the content of the National Curriculum while addressing the needs of the children within our school. Topics are planned through long term planning and feed into the medium-term planning for each term. This ensures that the skills children learn are built upon each year so that they can be maintained and utilised through cross-curricular links.

Through the teaching of Art and Design, the children at St Mary's will explore a variety of skills associated with painting, sculpture and design. Planning ensures a 'Journey of Learning' that incorporates an artist inquiry where children can learn more about the artist's life and work, an exploration of skills where children are taught a specific skill and have the opportunity to practice and finally, children are provided with the opportunity to apply the skills they have learnt within their own design linked to the topic.

Retrieval practice is important in the primary art curriculum because it helps students solidify their understanding of artistic concepts and techniques. By regularly recalling information, such as the names of artists, art movements, or specific vocabulary, students strengthen their long-term memory. This weekly practice ensures that knowledge isn't forgotten and builds a strong foundation for more complex art projects and historical context.

Impact

By the time the children at St Mary's leave our school they should have developed the skills to:

- 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.

Children should be proficient with the skills they have learnt and be able to apply them in a variety of contexts within their learning and in the real world. They should be able to celebrate their learning and have the confidence to further explore the possibilities presented by the creative world.

Planning and Organisation

Art and Design at St Mary's is planned through our own curriculum considering the National Curriculum 2014. Art and Design is carefully sequenced with regard and in rotation with Design Technology, to provide a comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Teachers use long term planning, developed by the Art and Design Coordinator, which informs medium term planning.

Class teachers are responsible for the teaching of Art and Design in their class in consultation with and with guidance from the Art and Design coordinator, Middle Leadership and Senior Leadership.

Foundation Stage

Teachers of the Foundation Stage base their teaching on the objectives determined in the Foundation Stage Framework for Early Years (which has been updated in line with the new framework for September 2021). This ensures that they are working towards the 'Early Learning Goals for Creating with Materials under the umbrella of 'Expressive Arts and Design'. The goals involve guiding children to use and explore a variety of materials, tools and techniques while experimenting with colour, design, texture, form and function. Children will also be encouraged to share their creations, explaining the processes they have used.

Key Stage 1 and 2

We use our school developed curriculum for Art and Design in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop and apply their skills and knowledge in each topic. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school.

Long Term Planning

This is based on the National Curriculum for Art and Design, which details what is to be taught over the Key Stages and provides the topic basis for planning Art and Design activities for each year group. Opportunities for recap and recall through the school will be clearly identifiable.

Medium Term Planning

This takes the long term plan and organises the teaching of Art and Design into termly or half-termly sections. The planning is more detailed and the

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objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. The medium term planning includes the learning intents for each lesson and the key knowledge the children will be learning. The medium term planning will also give opportunities for recap and recall through the school.

Short Term Planning

The short term planning is rooted into the medium term planning; this is to allow teachers to focus on preparation for the lessons. Teachers can use the medium term planning to identify the key knowledge they will be teaching, which will make the preparation of resources more efficient.

SEND and Equal Opportunities

At St Mary's, we adapt and differentiate learning opportunities for children with SEND in Art and Design lessons. Teaching is adapted to suit the needs of these pupils in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- adapted use of resources

Art and Design is incorporated into a wide range of cross-curricular subjects.

In Art and Design lessons, we ensure that EAL children are supported in a variety of ways e.g. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

Recording of Children's Work

Children are encouraged to record work in their sketchbooks when appropriate and photos are taken when using different media such as sculpture. Children may use a combination of written responses, mind-mapping, collages, examples of skills practice and final pieces of art work as a record of their work. Examples of children's work will be retained to

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provide evidence of ongoing Art and Design teaching, assessment for learning and to celebrate the children's work. Examples of the children's work will also be displayed on the school website including photographic evidence of displays, presentations and visiting artists to provide a source of engagement with parents, carers and the wider community.

Marking and Feedback

Marking and feedback is provided in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for Art and Design.

Monitoring and Evaluation

Art and Design is monitored throughout school by the Art and Design coordinator.

Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

Assessment

Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported.

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get around them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

Arrangements for Review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the Art and Design policy aims are being met and that the standards of Art and Design are continuing to improve. This policy will be reviewed again by the Leadership team and Art and Design coordinator by May 2024.