

Saint Clare's Catholic Primary School

Art and Design Policy



Member of staff responsible: Mrs N Thorpe
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Mission Statement

Saint Clare's is a Christ-centred family, where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another.

Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ.

The Intent of our Art Curriculum

At St. Clare's we believe that art and design is a vital part of our human creativity. Our vision for our Art curriculum is that it will inspire, engage and challenge pupils. They will learn to think critically and creatively, developing a deepening understanding of art and design. Our curriculum will equip them with the knowledge and skills to experiment, invent and create. As pupils progress, they will deepen their knowledge of art and design, knowing more about how this has impacted history and cultures around the world.

Our art curriculum will:

- Develop knowledge and skills that are progressive, giving the children chance to develop skills and improve them as they move through the school.
- Encourage exploration and independent thought. Children are encouraged to be creative and express their own ideas. We develop the children's patience and persistence to realise their ideas and to recognise the possibility of making mistakes without the feeling of a sense of failure.
- Develop opinions and critical thinking, through analysis of the work of famous artists as well as their own work and the work of their peers.
- Develop knowledge of the work of artists, makers and designers from their own and other cultures and to apply this knowledge to their own work.
- Give the children a wide range of experience. We ensure that the children have access to a variety of materials and equipment. We provide children with the opportunity to have an enriched experience of the visual and tactile world in which they live.
- Develop the children's capabilities in ICT by working with digital art forms.
- Involve children in learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.
- Promote enjoyment of art and pride in the children's creativity and their work.

The Implementation of our Art Curriculum

Curriculum allocation

Each year group will study three units of work per year.

Each unit focusses on a specific skill:

- Painting
- Drawing
- Printing
- Collage
- 3d work/sculpture

Each skill will be covered at least once in KS1, LKS2, UKS2. Revisiting each unit allows us to develop each skill as the children move through the school. Details of this are in the long-term plan.

Resources used to help deliver our curriculum:

We have worked with teachers from Corpus Christi to help us identify areas to develop in our art curriculum. We have developed a plan that includes three units for each year group. Each unit has the same structure. Each unit covers sketching and colour mixing as basic skills we hope to improve. There is then a linked artist and the opportunity for children to think critically about a piece of work. The children will then work on skills that lead up to a final piece.

The Access Art website contains curriculum ideas and support for teachers.

We use a range of resources to inspire and create during our art lessons. Each class has access to all the art materials that they need in school and other necessary resources are ordered when required. This includes the use of ipads and laptops.

Art Lessons

Art lessons follow the structure set out in the unit; each unit ensures progression of skills.

The school uses a variety of teaching and learning styles in art and design lessons. We do this best through a mixture of whole class teaching and individual/group activities. All lessons involve some aspect of creative or analytical work.

The children are encouraged to have a go and make their own decisions about their artwork. Teachers encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Teachers draw attention to good examples of individual performance as models for the other children.

Teachers encourage the use of feedback in groups or pairs throughout the lesson, then the children are given the time and opportunity to improve their work and act on the suggestions given. We encourage positive feedback and resilience.

The structure of each unit is as follows, though staff have freedom to add in additional lessons and sessions if they feel it is needed or will have a positive impact.

Week 1	Sketching and colour mixing baseline assessment.
Week 2	Linked Master- Knowledge of artists and style of art. Evaluation and analysis of a piece of art.
Week 3	Draft work and skills
Week 4	Draft work and skills
Week 5	Final piece
Week 6	Final piece and evaluation

Art in EYFS

We ensure an emphasis on creative work in the reception class as this is part of the 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. The activities that they take part in are imaginative and enjoyable. In all areas the children are encouraged to share their thoughts and opinions and suggest ideas for improvements. This ensures they develop oracy skills and independent thought from the very beginning.

Through these activities the children pick up the basic 'building blocks' that will form the basis for each of the 5 skills that they will study as they move through the St Clare's art curriculum.

Presentation of Work

All the children have sketchbooks which are used for all skills and practice pieces sketchbooks. This allows the whole process to be documented, rather than just a final piece. It is good to see how a final piece has been developed and the inspiration behind it. This allows for progression to be demonstrated and for the children to see the whole journey, rather than just the end.

Children will be encouraged to keep trying in order to succeed. This may involve drawing over their own work, repeating tasks or restarting if needed. This is all part of the process and will be recorded in sketchbooks.

If a piece of work is intended for display, then it may be done separately.

Work such as 3d work or sculpture will be photographed so a record can be kept of the final piece in the sketchbooks. This ensures all units are recorded consistently.

In EYFS, the children use a sketchbook to record their work. They also use floor books to show their artwork and how this connects with the other work that they are doing.

Pupils with Special Educational Needs (SEN)

In line with our other school policies, we recognise that all children have needs. We continuously strive to ensure that we challenge all children to reach their true potential matter what their educational need is. Teachers know their children and strive to move their learning on. All children are encouraged to participate and access our art curriculum in whatever way works best for them, recognising that outcomes may differ depending on the needs of the child. Children who are on the Special Educational Needs (SEN) register will be working in line with their Individual Education Plan (IEP).

We recognise that art can be a place for children who do not find other areas of the curriculum easy, to shine. We continually celebrate all children's achievement in art and use it as an opportunity to build confidence and promote freedom and creativity.

Assessment, Monitoring, Recording and Reporting

Assessment is carried out according to the school assessment policy. Staff will make ongoing assessment and give live feedback during the lessons. Lessons are structured to create a culture of consistent feedback and 'next steps'. This allows the children to make immediate improvements and changes to their work. The final piece will be marked with a celebratory comment. Parents are invited in to see the children's art books at various points during the year. They are also invited to join in with whole school art projects, such as exhibitions and competitions.

Art is assessed as part of our termly pupil progress meetings and progress is reported to parents in our end of year reports.

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Art and Design subject leader is provided with specially allocated time, which is used to undertake lesson observations of Art and Design teaching across the school as well as monitoring through books looks and pupil

interviews. This time is also used to continually monitor the implementation of the curriculum and make changes where necessary.

The Art and Design subject leader compiles an annual action plan that evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader will meet with the appropriate governor on an annual basis to report on progress and next steps.

Health and Safety

To ensure the safety of all children, activities are planned with the age and capacity of the children in mind. The progression in the tools used, for example for cutting, reflects this consideration.

Support will be given to those children who need help with practical activities and activities considered more high risk will be done in small groups with an adult. Any activity that poses a risk to the wellbeing of children will be risk assessed.

Equipment will be well maintained and updated when necessary.

The Impact of our Art Curriculum

The above planning and implementation will allow our art curriculum to have a significant impact on the children at St. Clare's School. We aim to achieve the following outcomes:

- The children create high-quality pieces of art and progression of skills is evident.
- Children have freedom and can showcase their talent; they grow in confidence and independence. The children speak positively about their art experiences and feel like they can achieve.
- Children can provide feedback through peer assessment and can self-reflect and assess their own work, making improvements and developing their skills. They develop resilience and a growth mindset.
- The children experience a work from a wide range of artists and build their knowledge of art and artists from history and from around the world.
- The children can talk confidently about their work and the work of others, using appropriate vocabulary. They can express their ideas and know that they have the freedom to articulate their thoughts and opinions on art.
- The progression of skills is evidenced within the children's sketchbooks.