



St. Gregory's Catholic Primary



Art and Design Policy

Revised May 2025



Curriculum Policy for the teaching and learning of Art and Design 2024-2025

Definition from the National Curriculum:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. – DFE Statutory Guidance

Intent

At St. Gregory's RC Primary School, we aim for art and design to be fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum and to ensure the progressive development of knowledge and skills from EYFS to KS2.

The school believes that art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists.

Additionally, children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design including; colour, pattern and texture, line and tone, shape and form and space, by providing a curriculum which will enable children to reach their full potential.

The aims of teaching art and design in our school are:

- To instil in our children a love of art and design and to enable them to feel confident enough to express their achievements and growth.
- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To provide children with the opportunity to observe and record from first-hand experience and from imagination.
- To develop a knowledge of significant artists, craftspeople and designers and increase critical awareness of the roles and purposes of art and design in different times and cultures.



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The national curriculum for design and technology aims to ensure that all pupils:

- 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.

Implementation

Principles of Teaching and Learning

St Gregory's school uses a variety of teaching and learning styles in Art and Design lessons. Art and Design will engage the children in a broad range of designing, planning and making activities. We believe that teaching and learning in Art and Design is as just as much about the process as it is about the final outcome. The experimentation, exploration and reflection that takes place in a child's sketchbook is as, if not more, important than the piece of artwork that is produced at the end of a topic, as it shows the growth of their skills and understanding within each area of their learning. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results
- Setting additional tasks which allow children to show the extent of their understanding and skill, where appropriate
- All children must be encouraged to experiment, develop and reflect on their art work. Access may be ensured through Learning Assistant support.

Art and Design curriculum planning

Art and Design is a foundation subject in the National Curriculum, all year groups (from year 1 to year 6) use the New National Curriculum as the basis for their curriculum planning in design and technology.

All teaching staff (from year 1 to year 6) are following the Bishop Chadwick Catholic Education Trust Curriculum Narrative for art and design. This ensures that all staff have access to high quality planning which has been designed to show clear progress of skills throughout all key stages.

Units are mainly taught in blocks which allows for more effective learning in which teachers can focus on art and design skills. Teachers will ensure that they have a clear idea of the skills, knowledge and understanding to be taught in each unit of work, including subject specific vocabulary. The curriculum continuity document for art and design has a clear focus of ensuring children have access to four clear threshold concepts:



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- Developing (developing ideas using their own understanding and their understanding of work by other artists)
- Experimenting (using a range of materials, tools and techniques)
- Recording (sketchbook work)
- Presenting (final outcomes)

The foundation Stage

Within the early years foundation stage, children will safely use and explore a variety of tools, materials and techniques. They will be given lots of opportunities to experiment with colour, design, texture form and function.

The subject coordinator will do learning walks and book looks of children's work to ensure adequate coverage of the National curriculum over each key stage.

Role of the staff:

It is the responsibility of the staff:

- To plan and deliver the Art and Design National curriculum following the guidelines in this document (training documents and planning are saved in the OneDrive)
- To ensure that the entire range of skills detailed in the National curriculum are taught
- To look after shared resources when used and to return them safely to the designated storage areas

Role of the subject leader:

- To monitor the Art and Design curriculum and to update the school's policy in accordance with national guidelines and curriculum statements.
- To review the provision and coverage of Art and Design on an annual basis, in discussion with the teachers.
- To support teachers in delivering the curriculum and arrange staff development and INSET training where appropriate.
- To ensure teachers assess each pupil against a set of criteria linked to the objective/skills of the National Curriculum.

Relationship to other Subjects

Art and Design is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. For example the children can recognise where there are historical links to artwork and artists. We use ICT to support Art and Design teaching when appropriate, for example, taking photographs to support their learning. The children can also use ICT to collect information about famous artists and artwork and to



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present their research.

Resources

Our school has a wide range of resources to support the teaching of art and design across the school. Resources are stored in trolleys around the school. Year group specific resources may also be stored within classroom art cupboards. The subject leader will be responsible for the ordering and management of the equipment and materials. An annual audit of resources will be made by the coordinator.

Art and Design – Inclusion and Equal Opportunities

Here at St Gregory's we teach art and design to all children, whatever their ability. 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.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention may include a child receiving an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design. 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 museum trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

British Values

Collaborative work in Art and Design develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.

Impact

Assessment

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.



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The Art and Design curriculum at St Gregory's contributes to children's personal development in creativity, independence, judgement and self-reflection.

Our children enjoy and value Art and Design and know why they are doing things, not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their career opportunities.

Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know.

The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them. Children's skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit.

Displays within the classroom and communal areas will reflect the process as well as final artwork: a range of work across key stages will celebrate and exhibit the work of children, of all abilities. Sketchbook development will have a high priority and be used to record: ideas, research about artists, skills development and reflection.

Teachers will record children's performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress.

Monitoring and Evaluation

The monitoring and evaluation of our curriculum is to ensure that children at St Gregory's are equipped with skills and knowledge which will enable them to be ready for the next step in their learning, including the curriculum at Key Stage 3.

Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:

- Ensure there is clear progression throughout the school
- Reporting to SLT & Governors
- Pupil voice
- Work samples



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- Learning Walks
- Developing cultural capital opportunities and events
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of their subject

Photographs are also a useful tool which we embrace at St Gregory's as they are regularly posted on our school website and Facebook page to share pupils' achievements with family, friend and other prospective pupils.