



Art Policy

Subject Leader: Claire Smith

October 2025

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.
National Curriculum 2014

Art stimulates creativity and imagination, providing an essential element in the education of the whole child, giving opportunities to express personal ideas and explore the world of thoughts and feelings. The way these ideas are expressed can be a powerful alternative to the written world. 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.

Our mission statement is, 'In God's love we shine together,' at St John's our Art curriculum allows for a deepening of children's spirituality through the process of creative thinking and innovation which inspires pupils to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. Art is a way of grasping the world. Not merely the physical world, which is what science attempts to do; but the whole world, and specifically, the human world, the world of society and spiritual experience. Through initial research, the children develop their art appreciation by learning about artists from across different times and learn and develop their awareness of how they have nurtured their God given talents.

St John's holds a Gold level LOTC award and our Forest school offers a wide range of opportunities for the children their apply the Art skills across a range of practical, real life contexts in our forest site. Our pupils have regular access to the outdoors and participate in a wide range of traditional crafts and creative activities in the woodland using a range of naturally found materials.

Through teaching Art at St John's, we aim to:

- ② Foster an understanding and enjoyment of art, craft and design.
- ② Provide structured opportunities for children to produce creative work, exploring their ideas and recording their experiences
- ② Develop appreciation for the work of other artists and crafts people from different times and cultures.
- ② Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- ② Evaluate and analyse creative works using the language of art, craft and design.
- ② Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ② Use Art and Design to extend and enrich other curriculum areas.
- ② Enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose
- ② Develop their visual language and the ability to express their ideas and feelings in order to evaluate their work and that of others.
- ② Provide equal opportunities for all pupils to reach their full potential regardless of race, gender, cultural background or ability.
- ② Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.
- ② Give opportunities for the children to respond to the natural world and takes advantage of traditional crafts through Forest School.

Teaching and learning

We use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design ensuring that work is progressive and core skills are developed through the key stages.

At the start of any unit of work, pupils take part in the exploration and development of ideas: with reference to a wide range of artists and craftspeople, detailed artist research is carried out. Children form their own responses to the art forms studied and are encouraged to express their likes and dislikes as well as identifying key features of the style of Art studied.

From this, the pupils consider the creative focus for their unit and are encouraged to develop the necessary skills that they will need to produce their final outcome. Opportunities are given for the children to sample a range of skills and techniques relevant to the task which are recorded within their sketchbooks. We aim to develop independence in our pupils so that each child is able to make their own creative decisions in the lesson.

As the pupils move to creating and making, we have a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Upon completion, children are encouraged to critically evaluate their own and others work. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Teaching Art and Design to children with Special Educational Needs

We recognise the fact that we have children of differing ability in all our classes, and so we 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 responses;
- Ⓢ Setting tasks of increasing difficulty where not all children complete all tasks;
- Ⓢ Grouping children by ability and setting different tasks for each group;
- Ⓢ Providing a range of challenges with different resources;
- Ⓢ Using additional adults to support the work of individual children or small groups.

We provide a broad and balanced education for all children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Pupils with special needs are often able to develop confidence and express their feelings in Art. Pupils with learning difficulties may find opportunities to excel in this area. Those with particular ability and flair for Art are extended through the use of more advanced techniques and materials

Adapting the curriculum for children with Special Educational Needs.

Resources

Use systems such as racks so that items such as pencils and scissors can be found and put away in the right place easily.

Make tasks accessible through pupils using, where appropriate:

- specialist equipment, e.g. specialist scissors and cutting tools
- generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces.

Provide a range of drawing aids such as grids, templates and viewfinders for transcription.

Multi-sensory approaches

- Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. Use real objects related to the topic
- Use the body in direct ways to create outcomes or products – e.g. using hands and feet to create prints or casts in wet sand or clay, or using hands and fingers to create marbling patterns with oil, safe colouring agents and water for a project on water patterns.
- Explore natural materials related to the topic through sight, sound, smell and/or taste

Use of Computer technology

In Art and Design, ICT can:

- Help to develop pupils' subject knowledge – e.g. recognising how artists and designers use ICT in their own work to create images and artefacts, and then using these as models to support activities and ideas in the classroom
- Support activities where pupils do not have the necessary mobility and dexterity – e.g. using software to simulate traditional materials and techniques
- Enable pupils to share information with others – e.g. using a scanner or digital stills or video camera to capture material which is then shared using an interactive whiteboard, mobile phones, the school learning platform or the internet,
- Extend the range of the senses – e.g. making small objects visible (such as details of natural objects or parts of a painting) or allowing pupils to examine the detail of public sculptures and art-related environments

Implementing the Art and Design curriculum

We take a thematic approach to planning with each class covering a different theme every half term set out over a two-year cycle. Topics are taken from the Cornerstones Curriculum and where possible Art will link to the main theme being studied in class to ensure depth of learning through cross-curricular links. We aim to provide topics that are meaningful – through relevant and clear cross-curricular links (tenuous links will not be made simply for the sake of making links). We subscribe to Access Art, a website that provides collection of resources and provides ideas, inspiration and guidance.

We carry out the curriculum planning in Art & Design in two phases; long-term and medium-term. Our long-term plan maps out the themes covered in each term during the key stage and shows what links have been made. Our medium-term plans give details of each unit of work for each term with a specific reference to skills development. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Art is taught on an alternating cycle with DT, each subject covered for three half terms a year with a time allocation of 1hr 30 minutes per week. The Art and Design subject leader is responsible for keeping and reviewing these plans and ensures a balance of work in various media and skills over the key stage.

We plan the activities in Art and Design so that they build upon the prior learning of the children and refer to the Lancashire Key Learning documents to ensure progression so that there is an increasing challenge for the children as they move up through the school. The areas of focus for Art are Drawing, Digital Media, Painting, Printmaking, Textiles, 3D and Collage.

EYFS and Art

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design technology. The children will experience opportunities to explore painting, printing, drawing, collage and 2D/3D sculpture. The key learning linked to Art focuses on: Observation; communication; Aesthetic awareness; Physical skill; Art processes and techniques and Evaluation.

Assessment

Teachers use pupils books and notes from their plans to monitor progress and inform assessments, these will be supported with the Lancashire key learning sheets. Teachers assess children's work in Art by making informal assessments as they observe them working during lessons. We encourage the children to evaluate their own work and the work of others through artist appreciation at the start of a unit and work and peer evaluation at the end of a unit of work. When assessing, teachers may look at:

- 🌀 Drawings, notes, models, comments and written work
- 🌀 Art work made by pupils
- 🌀 Photographs of pupils engaged in the design process.

At the end of a unit of work, key learning sheets will be annotated to indicate pupil's progress and achievement. These are handed to the subject leader for monitoring. During the year our staff come together in a joint moderation meeting in which we focus on a strand of Art and monitor the progress of children in that particular area to ensure progression through the year groups is apparent.

At the end of the year, teachers will make a judgement against the National Curriculum levels of attainment. Teachers then use the levels that they record to inform annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.