



Art Policy

Introduction

This policy document is concerned with the subject of Art and design. It recognises that the Art and Design in the National Curriculum is inclusive. Materials and processes are not prescribed at each key stage and the programmes of study allow for flexibility.

The policy is a working document for all educators in school. It describes the school's fundamental understanding of the purpose of art education and the way art contributes to children's learning.

It describes 'How we do it here' and is therefore written in consultation with the staff to reflect their knowledge, skills and understanding of art. It reflects an understanding of the National Curriculum for Art and any specific requirements of the school.

It also advises parents, governors and inspectors of the principle aims of the teaching of art in the school and how those aims are put into practice.

Mission Statement

To ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.

Statement of Intent

It is our intent for the Art element of our school curriculum 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 our pupils' progress, we intend them to be able to think critically, develop a more rigorous understanding of art and design and produce art that reflects the joy, awe and wonder of God's world. We want them to know how art and design can celebrate their talents and uniqueness and to appreciate those of others. It is our intent that Art and design will demonstrate how different cultures and beliefs, as well as our Christian faith, have shaped our history and contribute to the culture, creativity and wealth of our nation.

Aims

At St Bernadette's we aim to develop the spiritual, moral, physical, social and cultural values throughout our teaching.

The national curriculum for art and design 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.

Curriculum content and planning

Early Years Foundation Stage

Art and Design links well to the EYFS, area of learning, 'Expressive Arts and Design'. Throughout the EYFS, we develop children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live. Children are encouraged to explore a variety of different materials, tools and techniques. This area of the EYFS curriculum also links to artistic self-expression through singing, dancing and roleplaying.

In Key Stage 1

Children:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing similarities and differences and making links to their own work.

In key stage 2

Children:

- Create sketchbooks to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a wide range of materials
- Learn about great artists, architects and designers in history

Coverage of Skills

Drawing skills are to be taught and developed continually throughout the year. Opportunities for drawing are provided weekly. Painting and mixed media, sculpture and 3D, craft and design and painting units are planned for progression through the key stages.

Teaching and learning styles

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned that allow pupils to respond according to their abilities, with appropriate adaptations (see Ambition for all).

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

At St Bernadette's we strive to create a caring community. We aim to ensure children have access to the fullest possible range of artistic activities and will therefore think carefully about those who may be disadvantaged in some way.

We will consider cultural diversity by:

- Examining designs of everyday objects, which reveal the variety of customs and values.
- By appreciating the variety of art, craft and design forms and the purposes they serve.
- By observing and recognising that art, craft and design forms differ from culture to culture.
- By considering and recognising the different approaches taken by artists, designers and craftsmen in their work.
- By encouraging pupils to talk and express their ideas and feelings about art, craft and design.

Health and Safety

- Teachers will always teach the safe use of tools and equipment and insist on good practice.
- Children will be taught how to take steps to control risks.
- Risk assessments will be noted on planning and evaluated.
- Teachers adhere to the art health and safety risk assessment.

Assessment and recording

Progression in Art and Design is shown through the different expectations at each key stage of the National Curriculum.

At St Bernadette's we recognise assessment as an integral part of the teaching and learning process. We aim to share and discuss pupil's ideas. We appreciate responses made by pupils and do not impose our likes and dislikes. When assessing work we consider both the process undertaken and the end product. Aims and objectives

identified will form part of our assessments. When compiling pupil records teachers will consider attitudes, e.g. confidence, enthusiasm and flexibility.

Assessment procedures are followed which relate to the school's overall policy for assessment. Each art unit is given a specific assessment focus.

Formative assessment relates to the learning objectives for each art lesson.

Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year, an observational drawing of a plant, person or object, for example
- Individual art portfolios containing selected, dated, annotated pieces
- Individual sketchbooks containing dated, annotated pieces
- A whole class discussion about work at the end of each stage of its development
- Self and peer to peer assessment. Identifying strengths and areas for improvement in their own and others work is an important practice within art.
- Identifying misconceptions
- Day to day assessment within lessons using questioning, observing, discussing, analysing, checking children's understanding, engaging children in reviewing progress

Samples of work will be kept as evidence for pupils and key stage one and two children will use a sketch book in which progression can be seen and skills reflected upon.

Using a sketchbook

All children in key stages one and two are required to use a sketchbook:

- For recording, exploring and storing visual and other information, for example notes, which can be used as reference;
- For working out ideas, plans and designs;
- For reference as they develop ideas;
- For looking back at and reflecting on their work, reviewing and identifying their progress;
- For revisiting ideas;
- To further develop their ideas, skills and understanding;
- To record responses to works of art seen in school or on visits undertaken to places of interest including galleries.

Contribution to Other Subjects and Cultural Enrichment

Learning Environments

St Bernadette's recognises that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organization and presentation of

materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

Our displays showcase our children's talents and we have engaging learning environments with quality artwork.

The key stage one corridor has an art gallery. This is changed each term to showcase the achievements of our many artists within the school.

Artwork is prominent around the school, within classrooms and public areas.

Religious Education

There are many opportunities to support Art and Design through Religious Education. In Religious Education we observe many Christian art forms and relics to enhance learning and these inspire us to create faith inspired art work, enhancing the learning in RE and practicing skills of art and design.

Citizenship

Art and Design contributes to the teaching of personal and social education. We encourage the children to develop a sense of responsibility and growing independence in following safe procedures when making and creating art and design pieces.

Children are able to discuss and express how they feel through about their own work and the methods and approaches used by others. This promotes tolerance and understanding of other people and encourages children to appreciate – and compliment - the talents and skills of others.

Spiritual, moral, social and cultural development

Art and design at St Bernadette's enhances the social development of children as they work collaboratively on many pieces and we have high expectations on how they work together within art lessons. Children have a safe environment to reflect and comment on their own and others work. They have opportunities to discuss their feelings and ideas about art and design. Children are able to develop respect for themselves as artists and for others and develop their cultural awareness as they learn of artists and artwork from around the world. This enables them to value the similarities, differences and experience of others.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school.

All our classrooms have a range of art resources and then each year group has access to a central store of art materials. The subject leader is responsible for ensuring teachers have access to resources through ordering, replenishment and auditing.

The library contains many art topic books and we have software on the ipads for using for digital artwork.

Monitoring and Review

At St Bernadette's School, it is the responsibility of the Art Subject Leader to monitor the standards of children's work and the quality of teaching in Art.

The Art Subject Leader is also responsible for supporting colleagues in the teaching of Art, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Art Subject Leader reports to the Headteacher and governors within which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

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