

Art & Design Policy

St Matthew's Catholic Primary School



Mrs C Earl

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Review Date

Vision and Aims

Children at our school value the role Art and Design plays in their lives and consequently achieve well in their own artistic endeavours. Art and Design stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world.

This policy reflects St Matthew's Catholic Primary School values and philosophy in relation to the teaching and learning of Art, Craft and Design. It provides a framework for planning, teaching and assessment and should be read alongside the Scheme of Work, which acts as a springboard for teachers to develop ideas in a way that responds to the skills and needs of their pupils.

Our aims are aligned with the National Curriculum. Pupils should:

- 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

During their time at St Matthew's, children are given opportunities to explore and evaluate artists and communicate what they see, feel and think through colour, texture, form, pattern and different materials and processes.

Spiritual, Moral, Social and Cultural Development

At St Matthew's Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore provide opportunities for pupils to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards others, an understanding of social and cultural traditions, and an appreciation of the diversity and richness of cultures.

Art and Design provides opportunities to promote the following:

- Spiritual development: recognising their own creativity and the creativity of others by finding solutions to problems.
- Moral development: reflecting on how Art affects the environment so that pupils can make informed choices when planning and creating.
- Social development: considering the views of others when discussing creative ideas and working collaboratively, making the most of different strengths and interests within a team.
- Cultural development: exploring Art's contribution to quality of life within different cultures and valuing and reflecting on the responses of people from other cultures towards Art.

Progression in Art and Design

Planning follows the National Curriculum 2014, with separate objectives for Key Stage 1 and Key Stage 2. The curriculum is sequenced so that children build upon prior learning, with increasing challenge as they move through the school.

The long-term plan maps themes covered in each term. For each year group this is usually a discrete Art and Design topic, a cross-curricular topic and a topic focusing on a specific artist, designer or craft maker.

The Scheme of Work sequences learning activities to ensure continuity and progression. Children develop the breadth of their experiences, the depth of their knowledge and understanding, and the quality of their practical and evaluative responses.

Progression is supported by increasing opportunities to:

- respond to personal, social and environmental issues within broad themes of themselves and their experiences
- participate in an increasing range of practical experiences of Art, Craft and Design
- develop understanding of visual and tactile elements such as line, shape, pattern and texture
- understand the materials and processes used by artists
- understand the role and function of Art, Craft and Design in different times and cultures
- develop practical and technical skills
- reflect on and improve their work
- evaluate artists' work critically and apply that learning in the context of their own ideas

Curriculum Design and Planning

Art and Design is planned through long-term, medium-term and topic planning. Medium-term planning uses a layout consistent with Foundation Subjects planning and ensures an appropriate balance and distribution of work across each term. Art and Design subject leaders review these plans.

Each topic plan identifies specific learning objectives for each lesson and gives details of how lessons are taught. Class teachers retain and annotate individual plans so that the subject coordinator can track planning and curriculum coverage.

Teachers are encouraged to develop the Scheme of Work in a personal way within the school's guidelines, ensuring that programmes of activities remain responsive to pupils' skills and needs.

Staff are encouraged to feed back information and ideas to the Art coordinator, including comments on how topics are progressing, the work children are undertaking, and the availability and suitability of resources.

Strong Foundations in Art and Design

Children should be given opportunities to develop ideas from primary resources, including actual objects and educational visits. Where necessary, secondary resources such as photographs, paintings, stories and poems may be used as stimuli.

In Key Stage 1 and Key Stage 2, pupils use sketchbooks as a working record. Sketchbooks support the development of ideas, observation, exploration, reflection and progression.

Sketchbooks should be used for:

- working out ideas, plans and designs
- keeping a visual record of observations made from a range of first-hand resources
- recording, exploring and storing visual and other information, including notes and selected materials, for reference
- exploring pupils' own ideas
- collecting materials such as postcards, fabric designs and wrapping paper that may inspire their own work

Teachers and children can look back through sketchbooks to reflect on work and identify progress. Pupils may make preparatory sketches before producing a painting or other final piece.

Teaching and Learning the St Matthew's Way

Class teachers are responsible for their own class organisation and teaching style in relation to Art, while ensuring that these complement and reflect the overall aims and philosophy of the school.

Children are taught in a variety of ways:

- individually
- in groups, which may be organised by ability, age, friendship or other criteria. Group work is organised to promote co-operation and effective learning and understanding.
- as a class, where introduction and discussion are appropriate

Art is linked to other curriculum areas and cross-curricular links are identified in the Scheme of Work. Arts Weeks may also provide further opportunities for children to work with practising artists.

Learning is taught through a combination of direct teaching, first-hand experience, teacher-prepared materials, other artists' work, educational visits and resources such as television and Computing.

Inclusion and Adaptation

The Art and Design programme covers a broad range of media and techniques so that children of varying levels of ability, including pupils with Special Educational Needs and pupils who are More Able, have opportunities to achieve work of a high standard.

All teaching and non-teaching staff are responsible for ensuring that every pupil, whatever their ability, has the opportunity to experience success in learning at the highest possible standard. Planning takes account of gender, ability, disability, and social, cultural and linguistic background, with provision made to enable all pupils to participate effectively in curriculum and assessment activities.

Art and Design can provide an accessible means of communication for pupils who may find written communication difficult. Children may communicate through practical and visual work and, where appropriate, through tools such as a tape recorder or camera.

Where children experience difficulties with muscular control or co-ordination when using tools, suitable tools should be provided where possible following consultation with support staff or an Occupational Therapist. Tasks should otherwise be adapted so that the child can participate. Sensitive grouping can encourage shared expertise and reduce difficulties in specific areas.

Newly arrived pupils with limited English can often achieve through Art and Design and use the subject to express themselves non-verbally. Collaborative working and sharing ideas also support social development and allow pupils to contribute cultural knowledge and experience.

Assessment and Responsive Teaching

Children evaluate their own work and are encouraged to consider their work objectively within an open and supportive environment. Children are given opportunities for their work to be displayed within the school.

Assessment is based on informal professional judgements made as teachers observe children during lessons. Work is differentiated by ability and, where appropriate, children receive feedback that helps them focus on the next steps in their learning.

Feedback may be verbal or provided through stickers or post-it notes so that teachers can write a comment or target without writing on or changing pupils' artwork. Children are also given opportunities to reflect on their own experiences and creations and may record these comments on post-it notes alongside their work.

Evidence of work completed should be retained as a working record. In Key Stage 1 and Key Stage 2 this is primarily through sketchbooks. The Art and Design subject leader keeps evidence of children's work across the school in a Subject Leader file to demonstrate expected levels of achievement.

Personal Development and Building the Kingdom

Art and Design supports children in developing creativity, imagination, self-expression, collaboration and the ability to reflect. Children learn to listen to the views of others, share ideas and make use of different strengths and interests within a team.

The subject also provides opportunities to explore Art from different cultures and times and to consider its contribution to the quality of life within different cultures. Consideration of the Art of different cultures and times is included in planning and the Scheme of Work.

Children are encouraged to develop aesthetic awareness, use this to judge what they like and dislike, and use that awareness to make practical decisions about how to proceed and improve their own artwork.

Leadership, Monitoring and Review

The Art and Design subject leader is responsible for reviewing planning, monitoring curriculum coverage and maintaining evidence of children's work across the school.

Class teachers remain responsible for planning, teaching and assessing Art and Design in their classes. Staff are encouraged to communicate with the subject coordinator about curriculum development, topic progress, children's work and resources.

The policy is intended to provide guidance for teaching and non-teaching staff, governors, parents, local authority advisers and inspectors. Copies are provided to school staff and governors, with further copies available through the school's shared resources.

Working with Families

St Matthew's Catholic Primary School values parents' understanding of and involvement in children's learning. A copy of the policy is available to parents on request, and the general aims are communicated through the school prospectus.

Parents are encouraged to share information about children's interests and experiences outside school, which may help teachers identify strengths and areas for further development.

More Able in Art and Design

The policy identifies 'talented' pupils as those within the top 5–10% of pupils per school by actual or potential achievement in subjects including Art. The school recognises that parent and pupil feedback can reveal interests outside school that teachers may not otherwise know about, while teachers are well placed to identify strengths and potential underachievement.

Once More Able pupils have been identified, provision may include:

- Enrichment: encouraging pupils to go beyond the usual limits of a subject or topic through additional classroom exercises or open-ended project work.
- Extension: providing activities that develop higher-order thinking skills and work practices, supporting greater autonomy and self-discipline.

Professional Development

Opportunities are available for staff training and outside courses to develop understanding, confidence and experience in Art. St Matthew's also provides support for NQTs and staff who need guidance or direction within the Scheme of Work.

Computing

At St Matthew's Catholic Primary School, Computing is included throughout the Art curriculum as a beneficial and integral part of children's learning and development. The use of Computing within Art can:

- develop cross-curricular links
- introduce children to new or alternative ways of manipulating developing media
- provide opportunities to investigate information about areas of interest, such as particular techniques within a Scheme of Work or background information for a specific topic

Health and Safety

The Whole School Policy on Health and Safety should be followed. The class teacher should address health and safety issues throughout the Programmes of Study. This may involve introducing key points at the beginning of a Scheme of Work or, where appropriate, as an integral part of a particular lesson. Health and safety issues should be reinforced with the class at the discretion of the class teacher.

Visits and Enrichment

Where appropriate, educational visits to places of interest should be encouraged. Visits can act as stimuli for a Scheme of Work and provide children with primary resources, including Art Gallery visits or specific locations appropriate to the Scheme of Work.

Visits from practising artists are also recommended, providing opportunities for children to extend their experience of Art.

Expectations

By the end of Key Stage 2 it is expected that most children will be able to:

- record from experience, imagination and first-hand observations, developing and realising their ideas with confidence
- select and record visual and other information in a sketchbook
- experiment with, control and select ideas, media and visual elements for different purposes
- identify ways to develop and improve their work
- evaluate their own and others' work, using appropriate vocabulary and showing an understanding of how and why the work was made

All artwork in school should incorporate these key aspects and expectations within a curriculum that builds on children's knowledge and understanding. Good displays assist children in developing their visual ideas.

- use colour, form, pattern, texture, line, tone and different materials and processes to communicate imaginatively what they see, feel and think
- develop aesthetic taste and use this to judge what they like and dislike, using this awareness to help them make practical decisions about how to proceed and improve their own artwork
- know about, explore and use the ideas of artists and craftspeople from their own and different cultures and times
- enjoy the visual Arts

Related Guidance

National Curriculum 2014; Scheme of Work for Art and Design; Whole School Health and Safety Policy; Special Educational Needs Policy.

Historical Context: Impact of Coronavirus 2020

The original Art and Design policy recorded that, following school closures in March 2020, the curriculum moved to a dual curriculum until the end of the 2019/2020 academic year, with an emphasis on recapping previously taught topics, extending knowledge, consolidating key skills and supporting remote and independent learning. It also recorded a recovery curriculum for 2020/21 to address missing learning and gaps in knowledge.