

XII Apostles RCPS

Art and Design Policy



Curriculum Team 1: Mrs Marsden

Date Approved by the Governing
body; _____
Signed _____ (Chair):

(Headteacher):



Through learning and loving we will follow Jesus.

XII Apostles Art and Design Policy

Mission Statement

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles.

To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential everyone will matter and be treated with love and will be helped to carry out their special role in God's World.

1. Statement of Intent/Aims:

Our Art and Design curriculum is accessible to all. At the heart of our approach is the belief that every child is an artist. We want all children to feel proud of their creativity, to recognise the value in their own ideas, and to understand that artistic expression is a powerful form of communication. Through a rich and inspiring curriculum, we aim for children to leave our school with a deep appreciation of the arts, the confidence to keep creating, and the knowledge that their skills could lead to a wide range of future opportunities—from design, architecture, and illustration to animation, fashion, and beyond.

2. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

‘Teaching and Learning Policy’

‘Assessment Policy’

‘Marking and Feedback Policy’

3. Roles and Responsibilities

The SLT and Governing body are responsible for approving and monitoring this policy

Subject Leaders responsibility includes :

- Providing strategic leadership and direction for your subject
 - Producing LTP
 - Reporting termly to Governors on standards in your subject
 - Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
 - Monitoring pupil progress in your subject and report to SLT.
 - Providing efficient resource management.
 - Ensuring the curriculum is inclusive and accessible to all
 - Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
 - Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
 - Making any necessary adjustments to the curriculum where required.
 - Keeping up-to-date with any relevant statutory updates and taking action where required.
 - Creating and maintaining an up-to-date curriculum intent statement.
 - Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4. Organisation, Planning and Teaching

Our Art and Design Curriculum builds practical, theoretical and disciplinary knowledge and enables children to develop connections between them.

Substantive knowledge is divided into two key components: practical and theoretical. Practical knowledge involves understanding of how to use a range methods and techniques, media and materials and covers the fundamental formal elements of art: line, tone, shape, colour, form, pattern, texture. Theoretical knowledge involves the knowledge of the history of art including significant artists, movements, styles, and cultural contexts; the meanings and interpretations behind works of art that they study and exploring artists’ materials and processes.

This substantive knowledge provides a vital foundation from which children can begin to express themselves with growing creativity, confidence, and independence. Once pupils have a secure grasp of the ‘what’ and ‘how’ of art, they are well prepared to explore the deeper ‘why’—developing their own ideas with purpose and imagination.

Building on this firm foundation, disciplinary knowledge is introduced progressively throughout the school. This strand of learning encourages pupils to think and behave like artists—asking questions, exploring possibilities, interpreting meaning, and responding thoughtfully to what they see and create. Over time, children learn to make considered artistic choices, to reflect on the intent and audience for their work, and to evaluate their process with increasing depth. As they move through each stage of their learning, their ability to think critically, reflect meaningfully, and express their artistic voice continues to grow and flourish.

Early Years Foundation Stage

All pupils in the EYFS are taught art as an integral part of the topic work covered during the academic year. All art objectives within the EYFS are underpinned by the three prime areas outlined in the ‘Statutory framework for the early years foundation stage’:

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The art, design and D&T curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.

In the EYFS, pupils will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Represent their own ideas, thoughts and feelings through art, music, dance, role-play and storytelling.

Key Stage 1 and Key Stage 2

Units of lessons are sequenced to allow children to build their knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Knowledge is built upon year by year, ensuring that children revisit key concepts with increasing complexity in a spiral curriculum model. This progression helps to carefully develop

children's schemata enabling them to make connections, remember more, and apply what they know in new and creative ways.

Units across each key stage are organised into four core areas: drawing, painting and mixed-media (including printing), sculpture and 3D and design.

Each unit is taught through a three-stage process. This is taught as follows:

1. Exploring and Developing: In this stage, children are given opportunities to explore and discuss the work of other artists and find out more about them or the artistic period. Children collect ideas/research the topic and showcase this in either individual or whole class theme board/collage. Children then explore initial ideas through drawing and sketching. This should take place even if the children are working in 2D or 3D for their final piece.
2. Investigating and Making: During this stage, children are given the opportunity to develop their ideas further and plan what they want to create. Children are encouraged to try out different techniques and to apply them to materials and processes. They then create their final piece of work – either individually or collaboratively – evaluating and adapting/changing as they go.
3. Evaluating and Developing Work: Children are given time to review what they have achieved, and the work of others, and comment on it saying what they think or feel about it. Children are given opportunities to identify what they might change about their final piece or the process they have been through and what they could do to improve and develop future work.

Throughout school, the children develop how to keep a sketch book in which they learn how to keep plans, sketches and examples of the skills they will be using that year.

Reading is woven through every subject including Art & Design, enriching pupils' understanding and deepening their knowledge. Art provides meaningful contexts for reading, while high-quality texts enhance learning and vocabulary in Art and Design. This reciprocal approach supports pupils in becoming confident, curious readers who can access and enjoy the full curriculum.

Throughout their time at XII Apostles, children work with different artists within school. During Year 5, the children visit Tattenhall as part of an art residential in which they are led by an in house artist over two days to produce artwork. Across our school, children are given the chance to visit galleries and museums. This helps to support children in learning about different artists while also providing them with opportunities to experience different forms of culture.

Planning

The LTP ensures coverage and progression of skills and teachers use these as the basis for medium and short term planning. The subject leader is responsible for reviewing and updating long-term and communicating these to teachers. Three units of Art and Design are taught in each year group and these may be taught over a half term or blocked. Planning is to be submitted on the shared server at the start of the half term the unit is to be taught. Staff may use the suggested format containing the skills to be taught though is it not compulsory.

5. Cross Curricular Link

The skills children learn within Art and Design are used across the curriculum and allow children to develop their skills in other subjects such as: the accuracy of scientific diagrams and mapping skills within geography. Art and Design may also be taught as part of a wider cross curricular topic e.g As part of a topic on Seasons children may explore artists work that depicts the seasons

6. Assessments and Reporting

Assessment of children's learning in Art and Design is an ongoing monitoring of children's substantive and disciplinary knowledge by the class teacher, throughout lessons. This assessment is then used to utilise adaptive teaching methods to support and challenge the children.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives and skills covered
- Pupils' self-evaluation of their work

Teachers will also assess pupils':

- Knowledge of tools, materials and equipment.
- Ability to record and communicate their design ideas in a clear manner.
- Personal qualities and attitudes towards their work.
- Ability to explain what they have created and how.
- Ability to evaluate their work and the work of others.

Formative assessment, which is carried out informally throughout the year and recorded on Sonar, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Summative assessments are completed at the end of the school year by class teachers across each year group to inform the subject leader of progress or substantive and disciplinary knowledge still to be embedded.

Parents will be provided with an annual report in the Summer Term which will grade children's attitude and attainment in Art. Verbal reports will be provided at Parents' Evening.

Art and Design is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

7. Resources

The resources for Art and Design are kept in their own areas. Within KS1, this is in the intervention classroom and, in KS2, they are kept in the Art Area. This is maintained and organised by the subject leader and a designated teaching assistant. Resources can be found by speaking with either the subject leader or the teaching assistant assigned to organising the area. Alongside the materials and equipment needed to teach and learn in Art and Design, there are also packs containing work and information on famous artists within the Art and Design area. These packs include work on the varying artists studied.

8. Inclusion Supporting Pupils with SEND

Art and Design is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

9. Equal Opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. In order to ensure all pupils, in particular those with SEND or who are disadvantaged, achieve to the best of their ability, adaptive teaching methods are utilised. The planning and organising of teaching strategies for each subject will be reviewed by the subject leader to ensure that no pupil is at a disadvantage.

Teachers ensure that children have access to a variety of Art and Design activities. The unique nature of Art and Design will be used to provide opportunities to challenge stereotypes and to broaden the children's cultural capital. Children are encouraged and supported to develop their Art and Design substantive and disciplinary knowledge through the use of a range of techniques and resources.

10. Parental Involvement

We encourage all parents and carers to support and assist with whole school events during Art and Design themed weeks and art related homework projects.

Reviewed: Every 2 years

Next review date: January 2026