

St Alban's CE Primary School



Art and Design policy

March 2026

Renewed: March 2026
Review: March 2027

Faith Hope Love

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

Faith

Hope

Love

1 Intent

Our intent for Art and Design is to enable each child to develop their own forms of expression, imagination and creativity, whilst also helping them to develop a lasting appreciation and analytic understanding of Art. Our aim is to help children develop the creative freedom and expression that Art provides, supporting them to discover their own interests, strengths and skills by teaching a rich and varied curriculum. Through the exploration of different mediums, techniques, artists, artistic styles and movements, children will learn how they can inspire their own ideas into concrete representations.

The diverse makeup of our school lends itself to rich collaboration work, drawing inspiration from the multitude of cultures, experiences and beliefs that form our community. We want children to understand that Art is accessible to all and can be a source of pleasure, peace and fulfilment. By enabling children to regularly experience Art in a multitude of creative environments, from the playground to world-renowned establishments, we not only hope to help the children develop a life-long love of discovering Art, but also to understand that they have an important place in Society.

1.2 The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

2 Implementation

2.1 Kapow Primary scheme of work is used to support delivery of art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through 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. They encourage children to evaluate their own ideas and methods, and the work of

others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, working in 2d and 3d environments.

2.2 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 children are expected to complete the tasks to different levels;
- 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.

3 Art and design curriculum planning

3.1 Art and design is a foundation subject in the National Curriculum. At St. Alban's CE Primary School we use Kapow Primary scheme of work to support delivery of lessons. We have adapted this scheme to reflect our over-arching curriculum themes.

3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage.

3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, including the main learning objectives, and ensure an appropriate balance and distribution of work across each term.

3.4 We plan activities in art and design using the school art and design progression map to ensure the children build upon the prior learning and are continuing to develop their skills, knowledge and understanding. We seek to extend the children through after school art club, school visits to local and national art galleries, our Key Stage 2 University performance and other creative opportunities.

3.5 The whole school participates in an Art Week in the Autumn term. We also have a whole school Artist in Focus display where we display the children's art. This display is changed every term.

3.6 Sketchbooks are used in Key Stage 1 and Key Stage 2. They are an important part of our art lessons as children use these books in order to practice the skills taught in the lesson.

4 The Foundation Stage

4.1 We encourage creative work in the Nursery and Reception classes, as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the statutory framework for the Early Years and Foundation Stage, which underpin the curriculum planning for children aged three to five. The Development Matters guidance also informs our curriculum and progression map. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside other children and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Children use the internet to find out more about famous artists and designers.

5.4 Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by artists. Children are encouraged to talk about the artwork created by different classes that is on display throughout the school. The whole school frequently gets to view all the classes'

artwork when it is shown in termly Collective Worship. We aim that this will foster in children an appreciation of art created by individuals known to them.

5.5 Spiritual, moral, social and cultural development

We aim to teach children that each child is capable of artistic ability and that within art there is a huge amount of room for individual interpretation and ability. The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special needs

6.1 Art and design are taught to all children. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their SEND plans.

7 Assessment and recording

7.1 We assess the children's knowledge and skills in art and design whilst observing them working during lessons, monitoring the progression in their sketchbooks and talking to them about what they know. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work teachers make a judgement against the National Curriculum KPIs (Key Performance Indicators). The teacher records either working at the expected standard, working at greater depth standard or working towards the expected standard that each child has reached, and then uses this information to plan future learning. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. At the end of each year in our formal transition meetings, this key information is passed on to the next teacher.

8 Resources

8.1 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 basic resources, but we keep the more specialised equipment in the art and design store. We also seek to make the most of local galleries and museums in supporting and developing children's skills and enjoyment of art.

Impact:

The school environment celebrates children's achievements in art and demonstrates the subject's high status in the school. Teachers have high expectations and quality evidence can be presented in a variety of ways. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. This is meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Formative assessments take place throughout the year. This information is used to inform future lessons; ensuring children are supported and challenged appropriately. Children leave our school knowing that art and design is not just a 'hobby' but can provide them with future career prospects.

9 Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader, with support from the leadership team. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader create an annual art and design raising standards plans outlining the priorities for subject development throughout the year ahead. This is reviewed termly and fed back to the leadership team.

The subject leader also meets with the Art and Design governors during the year to share the Raising Standards priorities and review the progress towards each of the targets.

Policy review date – March 2026