



# Art and Design Policy

## 1. Mission Statement

At St Anne's Catholic primary school, rooted in our Catholic faith, we believe every child is created in the image and likeness of God, with unique gifts and potential. Our Art and Design curriculum nurtures creativity, confidence, cultural awareness, and spiritual expression. We aim to provide a world-class curriculum that inspires all pupils—particularly those in an inner-city context—to explore, experience and celebrate the beauty of God's world through artistic expression.

## 2. Rationale

Art and Design is a vital part of a broad and balanced curriculum. It:

- Supports spiritual development through appreciation of beauty, symbolism and sacred art.
- Builds cultural capital for all pupils, especially those with limited access to enrichment opportunities.
- Develops creativity, critical thinking, problem-solving and metacognitive strategies.
- Ensures high-quality progression consistent with Building a World Class Curriculum for All (2025).
- Uses the structure and progression of the Kapow Primary Art Curriculum.

## 3. Aims

Our Art and Design curriculum aims to:

1. **Develop creativity and imagination**, allowing pupils to communicate their ideas through a range of media.
2. **Ensure progression of skills and knowledge** in line with Kapow: drawing, painting, sculpture, craft and design, digital media, and evaluation.
3. **Build metacognitive learners**, using EEF's 7-Step Model to help pupils plan, monitor and evaluate their learning.
4. **Celebrate diversity and culture**, reflecting the richness of our inner-city community and the global church.
5. **Provide equitable access** to high-quality art experiences and resources for all pupils.
6. **Foster resilience, independence and pride**, enabling pupils to respond thoughtfully to artwork (their own and others'), including sacred and liturgical art.



## 4. Curriculum Design

### Principles

- **Ambitious:** High expectations for all learners.
- **Knowledge-rich:** Explicit knowledge, vocabulary and artistic concepts.
- **Coherent:** Clear progression from EYFS to Year 6.
- **Inclusive:** Scaffolds for SEND, EAL and disadvantaged pupils.
- **Culturally grounded:** Representation of diverse artists and traditions.

### Kapow Primary Structure

The school uses Kapow Art as a scheme of learning and progression map, ensuring:

- Coverage of *five key strands*:  
**Practical skills, Generating ideas, Formal elements, Knowledge of artists, Evaluating work.**
- Spiral progression of knowledge and techniques.
- Balanced themes including classical, modern, contemporary and world art, plus opportunities to explore sacred Christian art.

## 5. Teaching and Learning

### Pedagogical Approach

Teaching in Art and Design will be:

- **Active and practical**, enabling experimentation.
- **Explicit in modelling** artistic processes.
- **Vocabulary rich**, introducing formal elements and artistic terminology.
- **Reflective**, following EEF Metacognition strategies.

**Our teaching and learning approaches are outlined in the St Anne's Way which is drawn from the EEF 7-Step Metacognition Model**

Each art lesson, where appropriate, will follow these structured steps:

1. **Activating prior knowledge**  
– Recap previous skills; link to artists studied.
2. **Explicit strategy instruction**  
– Teacher demonstrates a technique (e.g., blending colours, shading).
3. **Modelling of the strategy**  
– Think-aloud modelling of decisions (composition, tool choice).
4. **Memorisation of knowledge/steps**  
– Key vocabulary and processes displayed and revisited.
5. **Guided practice**  
– Scaffolded attempts with teacher/adult support.
6. **Independent practice**  
– Pupils demonstrate mastery through their own artwork.



## 7. Structured reflection

- Self-evaluation and peer critique, focusing on success criteria and personal improvement.

# 6. Inclusion and Accessibility

We ensure all pupils access the art curriculum by:

- Differentiated tasks and expectations.
- Visual scaffolds, step-by-step guides and adaptive tools.
- Teacher modelling and metacognitive prompts.
- Celebrating diverse cultural perspectives and experiences.
- Using art as a vehicle for language development for **EAL** pupils.
- Ensuring opportunities for SEND pupils through sensory and multimodal tasks.

# 7. Assessment

## Formative Assessment

Teachers assess ongoing learning through:

- Observations of practical work.
- Dialogue and questioning aligned with metacognitive reflection.
- Review of sketchbooks and creative journals.
- Pupil self and peer assessment linked to Kapow success criteria.

## Summative Assessment

- Judgements each term based on knowledge, skills and outcomes.
- Assessment mapped against Kapow progression and World-Class Curriculum for All (2025) standards.
- End-of-unit pieces used as evidence of progress.

## Sketchbooks

Sketchbooks follow the principle of process over product and are not marked formally, but used to show:

- experimentation
- development
- reflection
- progression over time

# 8. Monitoring

## Lesson Observations

- The subject leader and senior leaders observe art lessons.
- They check whether teachers follow the policy, such as:



- Teaching different techniques and media
- Encouraging creativity and experimentation
- Supporting pupils of different abilities

### **Planning Reviews**

- Teachers' lesson plans and medium-term plans are examined to see if they:
  - Follow the curriculum outlined in the policy
  - Include key artists, designers, and cultural references
  - Cover drawing, painting, sculpture, and digital art

### **Pupil Voice**

- Talking with pupils about their learning in art.

## **9. Spiritual, Moral, Social and Cultural (SMSC) & Catholic Life**

Art contributes to the Catholic ethos by:

- Exploring sacred art, icons, biblical imagery and symbolism.
- Encouraging reverence for creation and gratitude for God's gifts.
- Celebrating diversity within the global Church.
- Providing opportunities for collective art projects tied to liturgical seasons (Advent, Lent, Easter).

## **10. Resources and Environment**

- Art areas with accessible materials.
- Visual supports, exemplars and key vocabulary displayed.
- Opportunities for digital art using tablets or school devices.
- Enrichment: visits, community artists, church collaborations.

## **11. Health and Safety**

(To be read **in conjunction with** the school's health and safety policy)

- Safe use of tools (scissors, clay tools, glue guns where appropriate).
- Protective clothing provided when required.



<b>Date agreed by governing body on</b> March 2026	<b>Signature of Chair or Vice Chair</b>
<b>Date agreed for review</b> March 2029	<b>Frequency of Review</b> Three Years
<b>Responsibility for Review</b> PPC Committee	