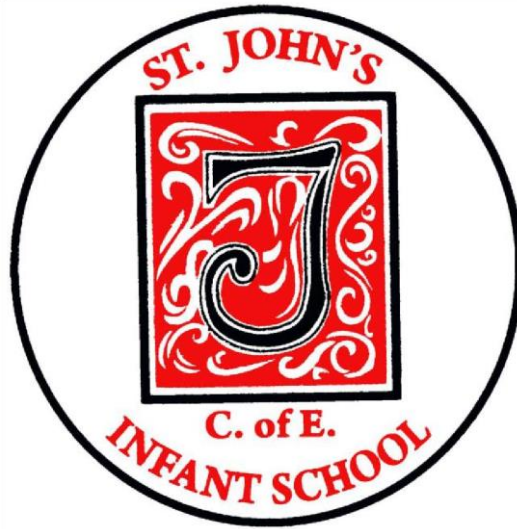


ART & DESIGN CURRICULUM POLICY 2025-26

ST JOHN'S CHURCH OF ENGLAND
INFANT SCHOOL



Date approved	Sept 2025
Review date	Sept 2026

'From the smallest of seeds fed with faith and love, our St John's family will flourish and grow.'

All of our policies are written with the aim of improving our school and of realising our Christian vision:



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love our St John's family will flourish and grow.

Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our small community to **flourish and grow** through the values of faith and love and to ensuring that they go on equipped for 21st century living and to have a positive impact on the world.

Based on the teachings of Matthew 13:31

Aims and objectives

Art and design stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists, designers and crafts. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyments of the visual arts enriches all our lives.

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;

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- to foster an enjoyment and an appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Teaching and learning style

The school uses a variety of teaching and learning styles in art and design lessons. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of whole-class teaching and individual/group activities and using our new Cornerstones Curriculum, to allow the art to compliment the whole class learning. Teachers draw attention to good examples of individual performance as models for the other children. We 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, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Study in art and design will engage pupils in a variety of different activities, practical work, critical reflection, discussion and planning. Differentiation in many art and design activities will be by application of skills in the activity. Lesson content will be adapted to support of pupils with special needs. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting extension tasks of increasing difficulty where not all children complete all tasks;
- 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.

Art and design curriculum planning

Art and design is a foundation subject within the National Curriculum. At St John's C of E School we teach through themes which include foundation subjects in a cross curricular way, using the Cornerstones Curriculum

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platform. This extensively covers the National Curriculum to ensure we cover all of the objectives and programmes of study.

Class teachers complete a lesson plan (via Cornerstones) for each lesson, including art and design. These list the specific learning objective for the lesson, give a list of the specific success criteria and details of how to teach the lessons. There will also always be opportunity to complete a challenge task.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

We will ensure that the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and ICT are covered. Pupils will have the opportunity to develop their creative ideas in expressive and craft design contexts.

They will use a variety of media and develop skills systematically, building upon previous experiences and knowledge.

The work of artists, craftspeople and designers, will be an integral part of art and design activities. We will also provide examples from the past and present and from a variety of cultures from around the world.

The Foundation Stage

We encourage creative work in the reception classes as this is part of the Foundation Stage. We relate the creative development of the children to the objectives set out in the Early Years Foundation Stage, which underpin the curriculum planning for children aged three to five. 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.

We aim to 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. Where possible we will give them the opportunity to work alongside artists and other adults and ensure that the activities that they take part in are imaginative and enjoyable.

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Teaching art and design to children with special educational needs

At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

When planning for children with SEND, teachers anticipate any barriers to taking part that may occur in particular lessons. In some activities, pupils with SEND are able to take part in the same way as their peers depending on the skills being used. In others, adjustments are made; for example, providing a 'parallel' activity working towards the same lesson objectives but in a different way. For example, using a computer simulation of a process rather than manipulating equipment.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of each term we make an assessment judgement against the National Curriculum PoS statements. The teacher records the level that each child has reached

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using the school's electronic monitoring and tracking system on Cornerstones, and then uses this information to plan future work for each child. 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. We pass this information on to the next teacher at the end of the year.

The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year group.

Pupils will use a range of materials and papers for:-

- working out ideas, plans and designs
- keeping a visual record of their observations made from a range of first-hand resources on a regular basis
- recording, exploring and storing notes and selected visual information for reference
- collecting materials, cuttings and designs which could inspire their own work
- for making sketches in preparation for another piece of work

Verbal feedback is highly valued in Art and Design and children are encouraged to appraise their work and that of their peers.

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 basic resources, but we keep the more specialised equipment in the art and design store in the attic. Class teachers are responsible for identifying their resourcing needs and informing the subject leader or person responsible for general stock orders.

Equal Opportunities

All pupils will have equal access to a broad and balance art and design curriculum irrespective of gender, ethnicity or special educational needs. Art and artists from different genders, cultures and traditions around the world will be represented. Emphasis will be given to reinforcing the value

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of cultural diversity as well as developing understanding and appreciation of the different ideas encountered in a multi-cultural society. An appropriate time will be allocated in order to meet the requirements of the national programmes of study.

Health and Safety

When teaching art and design health and safety issues are taken into consideration:

- pupils will be taught to use materials, tools and equipment safely in line with the school health and safety policy and alongside current Covid-19 guidelines;
- they will be well supervised when using sharp or hot tools which will be introduced as the pupils mature
- they are required to wear protective clothing when working with wet media such as paint, ink, dye, clay and plaster
- all equipment should be cleaned and waste discarded appropriately at the end of the lesson.

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. 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.

St John's C of E School values and celebrates diversity and endeavours to meet each pupil's individual needs.

We aim to provide equal opportunities for all our children to learn and develop. This includes:

- Minority ethnic and faith groups
- Pupils for whom English is an additional language
- Girls and boys
- Children with special educational and additional needs
- Gifted and talented

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This is achieved through:

- Long and short-term planning which includes differentiation for SEN, EAL and Gifted and Talented pupils.
- Continual reviewing and analysis of pupils' progress
- Consideration of different learning styles
- Reasonable adjustments and additions to the learning environment
- Making information/communication more accessible through translation and interpreters

As a learning community we will promote inclusive policies and practices.

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