

GUARDIAN ANGELS' RCPS ART & DESIGN POLICY

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Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of Guardian Angels' RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

At Guardian Angels' RCPS, we believe that a high-quality Art & Design curriculum enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and resourceful way. In talking about art and design and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

“Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

Our teaching will equip children to ask perceptive questions, think critically, evaluate throughout a creative process and use initiative to develop unique design across a wealth of skills, tools and materials.

Aims and outcomes

By the end of Year 6, children should:

- Produce creative work, explore their ideas and record their experiences.
- Understand how artists and designers have shaped our culture throughout history
- Be able to recall a wide range of artists, including painters, printers, designers, craft makers and sculptors.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and create high-quality artwork.
- Continually critique, evaluate and test their ideas and products and the work of others using the language of art, craft and design
- Become proficient in drawing, painting sculpture and other art, craft and design techniques.

Teaching and learning of Art & Design

The Art and Design curriculum across school is designed to inspire creativity, develop practical skills, and foster a lifelong appreciation of the visual arts. Lessons are carefully planned to ensure that pupils of different ages work collaboratively while accessing appropriately differentiated tasks that meet their individual developmental stages and abilities. Through a variety of media, techniques, and creative experiences, children are encouraged to express ideas, explore materials, and evaluate their own and others' work. Teachers provide structured guidance alongside opportunities for independent and imaginative exploration, ensuring progression in knowledge and skills across year groups. Our approach promotes confidence, cooperation, and respect for diverse artistic expression, supporting every child to achieve their creative potential.

EYFS:

In the Early Years, art and design is taught through direct teaching. This may be in a whole class lesson or in a focused activity. The teacher follows the learning focus planned by the subject leader to teach the children new skills and increase their knowledge in this subject area. Enhancements are then added to the creative areas within the learning environment to enable the children to practice their skills during continuous

provision. Alongside the planned art and design lessons, the teachers in EYFS plan for seasonal and calendrical events. During continuous provision time, the children have the opportunity to choose their learning independently. Teachers further develop the children's skills during this time.

Communication and Language

- Learn vocabulary
- Use new vocabulary through the day and in different contexts
- Articulate their ideas and thoughts in well-formed sentences

Personal, Social and Emotional Development

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Physical Development

- Hold a pencil effectively in preparation for fluent writing
- Use a range of small tools, including scissors, paintbrushes and printing tools.
- Begin to show accuracy and care when drawing

Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials

Key Stage One:

A focus Art & Design lesson is taught for two hours within a two week timetable, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements such as videos and use of pictures and physical examples and artifacts to support children's learning. Written evaluation and designs, and a final project is produced. Photographs of group tasks and individual work can be found on the School Website.

Pupils will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

Key Stage Two:

A focus Art & Design lesson is taught for two hours within a two week timetable, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements such as videos and use of pictures and physical examples and artifacts to support children's learning. Written evaluation and designs, and a final project is produced. Children develop their ability to make comparisons between their own and others' work, including that of famous creators, designers and artists. A sense of enquiry is developed and expressed through continual evaluation. Photographs of group tasks and individual work can be found on the School Website.

Pupils will be taught:

- To develop their techniques, including their control and use of materials with creativity, experimentation and an increased awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

Our aim is to provide children with a broad curriculum inclusive of creative subjects both inside of the classroom timetable and outside of it. Our main principle is to create successful, confident and resilient learners that enjoy their education and achievements. Both skills and knowledge that children will develop in Art and Design is mapped across each Key Stage to ensure both coverage and progression. For enrichment and further opportunities our school provides numerous extracurricular activities that interconnect with Art and Design. This provides the children with exposure to different forms that consequently broadening and deepening their National Curriculum knowledge. As a school that provides a Forest School, the children use skills such as sculpting to create tools and carvings. We ensure that all children are exposed to lots of their cultural capital through school trips e.g., to the local galleries. Teachers will ensure their classroom is a calming space to ensure a creative environment.

Resourcing

All resources are kept in accessible central areas and materials are monitored by the Art & Design Lead.

Health and Safety

Pupils will be taught to use tools and equipment safely when using it during practical activities. Class Teachers, Teaching Assistants and the Subject Leader will check tools regularly and report any damage, taking defective equipment out of action. Teachers will ensure the School Policy for Health and Safety is integrated into Art & Design teaching.

Art & Design Curriculum overview

	Learning Journey 1	Learning Journey 2	Learning Journey 3	Forest School
Nursery	Line Drawing Final piece – Shape Drawing Artist of Study – Leonardo Da Vinci	Printing & Painting Final piece – Expressive Painting Artist of Study – Jackson Pollock	Class Artist Final piece – Observational Ceramic Drawing Artist of Study – Josiah Wedgewood	Sculpture Final piece – Hot Dog Artist of Study – Sudarsan Pattnaik
Reception	Line Drawing Final piece – House & Family Drawing Artist of Study – LS Lowry	Printing & Painting Final piece – Animal Painting Artist of Study – Joan Miro	Class Artist Final piece – Observational Ceramic Painting Artist of Study – Josiah Spode	Sculpture Final piece – Natural Sculpture Artist of Study – Andy Goldsworthy
Year 1	Line Drawing Final piece – Flower Sketch Artist of Study – Pablo Picasso	Printing & Painting Final piece – Shape Printing Artist of Study – Orla Keily	Class Artist Final piece – Ceramic Bowl Artist of Study – Clarice Cliff	Sculpture Final piece – Animal Sculpture Artist of Study – Mathilde Roussel
Year 2	Line Drawing Final piece – Textured Sketch Artist of Study – Yayoi Kusama	Printing & Painting Final piece – Fabric Printing Artist of Study – Andy Warhol	Class Artist Final piece – Jewellery Artist of Study – Florence Koehler	Sculpture Final piece – Face Tile Artist of Study – Arcimboldo
Year 3	Line Drawing Final piece – Fruit Sketch Artist of Study – Maurits Cornelis Escher	Printing & Painting Final piece – Impressed Printing Artist of Study – Stephen Alcorn	Class Artist Final piece – Column Building Sketch Artist of Study – Iktinos & Callicrates	Sculpture Final piece – Decorative Pot Artist of Study – Grayson Perry
Year 4	Line Drawing Final piece – Self Portrait Artist of Study – Leonardo Da Vinci	Printing & Painting Final piece – Marbling Collage Artist of Study – Sonia Boyce	Class Artist Final piece – Repeated Pattern Fabric Artist of Study – William Morris	Sculpture Final piece – Gargoyle

			Final piece – Scroll Artist of Study – Ancient Egyptians	Artist of Study – Franz Messerschmidt
Year 5	Line Drawing Final piece – Building/Architecture Artist of Study – LS Lowry	Printing & Painting Final piece – Landscape Artist of Study – Claude Monet	Class Artist Final piece – Local Architectural Drawing Artist of Study – Alfred Waterhouse	Sculpture Final piece – Posed Sculpture Artist of Study – Michelangelo
Year 6	Line Drawing Final piece – City Scape Sketch Artist of Study – William Turner	Printing & Painting Final piece – Mood Painting Artist of Study – Mark Rothko	Class Artist Final piece – Abstract Architectural Drawing Artist of Study – Antonio Gaudi	Sculpture Final piece – Abstract Sculpture Artist of Study – Barbara Hepworth

Cross-curricular links

Art & Design shares links with the following subjects:

- English: development of literacy skills through reading, writing and oracy
- Maths: analysing numerical data and understanding measurements.
- Computing: use of the internet for research, and understanding the world of digital art.
- Geography: understanding how architecture differs across the world.
- Design & Technology: Creative design skills and knowledge.
- RE: An appreciation for how and why art is used throughout religions across the world.

Assessment

At Guardian Angels', assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative Art & Design assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the Art & Design knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In Art & Design, pupils will record their learning in the following ways:

- Final assessment pieces each term to assess the progress and understanding of the recent topic and project studied
- Whole school and classroom displays show the pride the children have of their work
- The school environment celebrates the children's achievements in Art & Design including forest school and our outdoor areas
- Sketch books that are used from year 1 to year 6 show the progression and development of the repeated skillsets over the key stages
- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Self and peer assessment by the children
- Communication and language used by the children which includes their new vocabulary

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all children in Art & Design. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study Art & Design, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in Art & Design.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.