



# St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'  
'We love, we learn and we live'



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| <b>Name of Policy</b>    | Art Policy      |
| <b>Reference Number</b>  |                 |
| <b>Date of e-signoff</b> | November 2025   |
| <b>Headteacher</b>       | Katrina Straker |
| <b>Art Lead Governor</b> | Andrew Williams |
| <b>Date for review</b>   | November 2027   |

# Art Policy



## St Anthony's Catholic Primary School

*An Academy within The Catholic Academy Trust in South Hampshire*



**'Children in our heart, Christ at the centre'  
'We love, we learn and we live'**

The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

### **Introduction – How can our Art curriculum prepare our children to be role models of design, creativity and innovation?**

At St Anthony's Primary School, we understand that a quality skills-based *Arts* education should engage, inspire and challenge pupils whilst equipping them with the knowledge and skills to investigate, explore, experiment, invent, create and reflect, finding personal meaning to *Art*, *Craft* and *Design*. The children need to gain the skills to create their own artistic language which will have a direct impact on their future well-being and contribution to global development. We also understand that, whilst encouraging imagination, creativity and the ability to use *Art* as a form of communication and expression, we must provide an appreciation of our culturally diverse visual heritage.

#### **1. Curriculum Intent**

The intent of our Art curriculum is to deliver a progressive Art provision, which is accessible to all and that will maximise the development of every child's ability, allowing them to reach and exceed their potential in this subject. Our children receive equal opportunities and access to all necessary resources when studying Art and work is celebrated as a personal response.

The subject leader has identified key intentions for our Art curriculum. These are:

**Intention 1:** To ensure the provision of an inspiring, progressive and sequenced curriculum throughout the school, enabling our children to achieve subject knowledge, skills and an appreciation of the Arts. Our children have varied opportunities to explore and experiment creatively, sharing their ideas in order to improve their mastery of a wide range of skills and techniques in using colour, pattern, texture, line, shape, form and space. It is an integral part of our curriculum for our children to investigate a range of artists, craft makers, architects and designers to enable them to develop an awareness and appreciation of differences and similarities and to use these as a starting point for their own work.

**Intention 2:** To build an Art curriculum that prepares our children to be future innovators. Our curriculum fosters creativity, motivation for learning, self-confidence and an ability to communicate and cooperate effectively. It is the visual communication of ideas which enables the emotional,

physical, intellectual and spiritual development of our children both in the classroom and through outdoor learning. It is an important feature of our holistic curriculum.

## 2. Curriculum Implementation and Impact

The 2 subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the Art intentions in the following way:

| Intent  | Research link  | Implementation   | Impact   |
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| <p>To ensure the provision of an inspiring, progressive and sequenced curriculum throughout the school, enabling our children to achieve subject knowledge, skills and an appreciation of the Arts.</p> | <p>'We do not want art for a few, no more than we want education for a few or freedom for a few.' William Morris</p> <p>'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</p> <p>RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) and the Education Endowment Foundation (EEF)</p> <p>'Schools should still find space in their day to ensure all children benefit from a stimulating arts education... In this respect, all schools should be art schools.' EEF What Arts Education Matters – Arts for Arts sake.</p> <p>'An artist gives visual form to ideas, impulses and feelings by mixing his (or her) mind with his (or her) materials.' (Samuel Alexander taken from Further Guidelines for Art Education Hampshire County Council)</p> <p>'Art is a human making with aesthetic intention and it is also a made thing to be contemplated and enjoyed.' (L.A.Reid taken from Further Guidelines for Art Education Hampshire County Council)</p> | <p>A clear and progressive scheme of work will provide coverage in line with the National Curriculum and closely based on Jayne Stillman's outline for Art Skills and Experiences.</p> <p>Teaching and learning should facilitate progression across all key stages within the four step process of Creative Arts: Investigate (Knowledge and Understanding), Explore (Technical Skills and Knowledge), Create and Evaluate (Present, Review and Revisit).</p> <p>This comprehensive scheme of work should allow our children to develop these clear principles through three engaging, thematic and creative units per year.</p> <p>Our children have both a Creative Arts and an Assessment book.</p> <p>The Creative Arts book is used to develop our children's skills in a range of media and knowledge across the Creative Arts.</p> <p>Our children should have access to resources to aid their acquisition of skills and knowledge.</p> <p>Children will have access to the materials and resources that they need to develop knowledge and skills of the Arts.</p> | <p>Our curriculum will stimulate the children's creativity and imagination to enable them to express their ideas, thoughts and feelings through practical experience in a variety of 2 and 3 dimensional media.</p> <p>Our children will extend and broaden their individual knowledge about the Arts by exploring a wide range of artists, sculptors and architects from a variety of cultures, styles and periods of time.</p> <p>It will promote our children's enjoyment of Art through a broad and balanced curriculum which builds on previous work and achievements.</p> <p>Our children will have a secure and comprehensive knowledge and skills within the Arts on which to develop.</p> |

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| <p>To build an Art curriculum that prepares our children to be future innovators.</p> | <p>‘Arts education is said to be a means of developing skills considered as critical for innovation: critical and creative thinking, motivation, self-confidence, and an ability to communicate and cooperate effectively’ (Winner and Vincent-Lancrin 2013).</p> <p>‘The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents.’<br/>Ofsted Education Inspection Framework 2019<br/>Personal Development</p> <p>‘The Arts are essential in life. They can shape and define who we are and how we understand ourselves and our possible selves.’<br/>Primary Review – Hall and Hay 2016</p> <p>‘Aesthetic interest extends far beyond Art into the whole realm of nature and human constructs.’<br/>(L.A.Reid taken from Further Guidelines for Art Education Hampshire County Council)</p> | <p>Planning and teaching within the four step process of Creative Arts: Investigate (Knowledge and Understanding), Explore (Technical Skills and Knowledge), Create and Evaluate (Present, Review and Revisit) should facilitate the nurturing of our children’s individual spiritual, moral, social and cultural development through thought-provoking activities and time for self-reflection.</p> <p>Our children will have the opportunity to use their imagination to inspire their creativity, take risks and extend their cultural understanding.</p> <p>The children working at greater depth will have the opportunity to take part in projects aimed at developing their skills and knowledge further. These projects will enable them to feed additional skills and knowledge back to their class.</p> <p><b>Wider Curriculum</b><br/>Opportunities for innovation - creativity, motivation for learning, self-confidence, an ability to communicate and cooperate effectively are considered in wider curriculum planning.</p> <p><b>Displays</b><br/>Displays and the celebration of our children’s personal response are key to the development of an innovative and progressive environment.</p> | <p>Our children will have enjoyable, memorable learning experiences and develop spiritually, morally, and socially, and grow a cultural understanding of the world in which they live.</p> <p>Our children will be encouraged in the development of visual perception and visual literacy.</p> <p>Our children will be able to apply their skills of innovation to positively impact their future community.</p> |
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In Art, the following four step **'Process of Creative Arts'** will be used, and be evident in pupil discussion, observations and work in books, to ensure that the Art learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Art experiences in school:

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| <b>Investigate</b> | Explore and develop an awareness of the differences and similarities between a range of artists, craft makers, architects and designers and use this as a starting point for their own work.                            |
| <b>Explore</b>     | Experiment creatively, sharing their ideas to improve their mastery of a wide range of skills and techniques in using colour, pattern, texture, line, shape, form and space, which they will apply in their final work. |
| <b>Create</b>      | Apply their experiences, knowledge and control of materials gained over the previous sessions to create a final piece of work, based on a design criteria.  |
| <b>Evaluate</b>    | Present, review and revisit their finished project. Make simple, positive judgements in relation to design criteria.  |

In Art, like all other subjects, we recognise the importance of the methods and practice of the teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

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| <b>Behaviourism</b>                               | Direct teacher instruction, modelling of skills and techniques and demonstration   |
| <b>Constructivism</b>                             | Enquiry-based learning, learning through experiences and reflection  |
| <b>Social constructivism</b>                      | Teacher modelling, questioning and a mixture of individual, pair, and whole class instruction  |
| <b>Liberationism</b>                              | Pupil-led learning and opportunities to showcase their learning  |
| <b>Learning, working and talking about Design</b> | Pupils are introduced to the key technical vocabulary relating to Art so that all children can confidently articulate their ideas, knowledge and skills. |

### **3. Roles and Responsibilities**

The role and responsibilities of the Art leader is to:

- allocate and monitor the effective use of resources.
- monitor standards to ensure high quality teaching and learning ensuring freedom of creativity whilst controlling the skills taught.  
This will include pupil discussion, planning reviews, work scrutiny in both assessment books, Creative Arts books and final pieces, lesson observations, 1:1 coaching and moderation of work.
- involve staff in the development of the subject within school through staff meetings.
- keep staff informed of developments within Art and feedback from cluster meetings.
- ensure the school follows the National Curriculum and Jayne Stillman's skills and scheme of work.
- evaluate the needs of the school and develop plans to meet those needs.
- support the needs of staff with regard to Art through 1:1 discussions, modelling skills and team teaching.
- evaluate and promote appropriate use of equipment by children.
- promote a positive attitude to Art across the school to include children from all classes showing me their personal work, Art projects and Art club.  
To celebrate and challenge high attainers in Art through Art projects.
- integrate new Art resources into the curriculum and train staff to ensure confidence in their use.
- liaise with external groups and individuals in relation to standards in the subject.
- be accountable for the standards within the subject and meet with the Governor responsible when required.

The role and responsibilities of class teachers is to:

- identify opportunities to embed Art across the curriculum as appropriate.
- provide opportunities for all pupils to use a range of equipment and materials in the classroom and across the school.
- ensure reasonable adjustments are taken to ensure all pupils can access the Art curriculum.
- provide evidence of teaching and learning as appropriate to the scheme of work.
- make informed judgements of pupil attainment in Art.

Formative assessments take place throughout the year, and three summative skills-based assessments help the teachers record the progress and attainment against the National Curriculum expectations. Teachers use this information to inform future lessons, ensuring our children are supported and challenged appropriately.

Final end of year assessments are made using assessment criteria that have been developed in line with the National Curriculum, identifying the level in which the child is working.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is continuously tracked. Age related expectation levels are reported to parents at the end of the Reception Year.

## Health and Safety

- It is important our children should be well-supervised, learn to use equipment with due care and wear protective clothing where necessary.
- Sprays, adhesives and certain tools are to be kept for teacher collection and use only; heavy equipment and materials will be stored at or near ground level.
- Where necessary, working surfaces and floors will be covered with newspapers or other protective materials.

### **4. Art Across the Curriculum**

At St Anthony's, Art is closely linked with the Design and Technology curriculum and follows our four step 'Process in Creative Arts' approach to planning and assessment.

In order to prepare pupils to be creative innovators, we encourage them to develop skills considered as critical for innovation: critical and creative thinking, motivation, self-confidence, and an ability to communicate and cooperate effectively in their wider learning. This allows children to apply their Art knowledge and skills to new contexts, reinforcing said knowledge and skills. This could range from a personal response to the Bible in RE or to collaborative, creative work in Forest School. It is the role of class teachers to find these opportunities wherever they may arise in their planning.