

**Brinscall St John's C.E./
Methodist Primary School**



**Art and Design
Policy Document**

Date of policy: Autumn 2025

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Introduction

Brinscall St John's aims to stimulate each child with a sense of awe and wonder about God and about the world around them. This policy supports our school values of love, stewardship, faith, serving others, forgiveness and determination and develops the Living, Loving, Learning of our children in line with our school's mission statement 'Shining with the light of Jesus'. Teaching will reflect our values and where possible these will be explicitly mentioned within teaching, such as talking about our value of Stewardship when making shelters for animals. Our values are at the centre of the relationship our school seeks to sustain between itself, the home, the Church and the community.

This policy outlines the expectations of Art and Design. It sets out a framework which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Intent

At Brinscall St John's, we provide a creative Art and Design curriculum that provides a range of opportunities for every child to reach their full potential. Our aim is to develop every child's knowledge, skills and understanding in Art and Design.

Through focused art sessions and further links throughout the whole curriculum, we aim to provide children with regular opportunities to solve art problems when working independently and collaboratively so that they build their self-confidence, self-expression and sense of achievement, and progress to the next level of excellence.

Throughout each year group, children will practice and develop their skills through specific mediums; this includes drawing, painting and mixed media, sculpture and 3D and craft and design.

Our aim is to ensure that all pupils are able to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient and master a range of Art and Design techniques
- Evaluate and analyse creative works using appropriate subject language
- Learn and explore artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

At Brinscall St John's, we follow the Art and Design scheme of work designed by Kapow. This scheme of work supports pupils to meet the National Curriculum end of key stage attainment targets, alongside providing several opportunities for children to build on each medium of art. Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes.

Lessons are always practical in nature, encouraging children to experiment and explore learning through the support of sketchbooks to document their ideas. Each unit from Kapow allows the children to discover techniques, providing opportunities to explore and practice them in preparation for their final product. Each area explores a range of artists and children are encouraged to learn about their style and how their history has impacted their art.

Children learn how to use a range of media and tools as they create their own artwork using inspiration from a selection of artist, sculptors, and crafters from a variety of genres and historical significance. Within this, they are given the freedom of choice so that they develop their individuality and personal expression. This in turn leads to opportunities to develop their ability to solve problems regarding their choices. Arts and cultural experiences are further widened through visitors and educational visits, often with links to other areas of the curriculum.

Impact

Whilst at Brinscall St. John's, children have access to a varied art and design programme, which allows them to discover and develop areas of strength, as well as improve in areas of weakness. Beginning with EYFS, they build on their previous learning and grow a sense of achievement and self-confidence. They are creative thinkers who understand how and why art is created and viewed. They use art as a source of inspiration and support for mental, physical and spiritual health. Our children continuously develop their skills in drawing, painting, sculpting, and crafting, and they know that it is a form of individual expression as they shine with the Light of Jesus.

Art and Design in Early Years (Reception)

Our Reception class at Brinscall St John's are encouraged, and ultimately learn to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Key Learning:

- Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.
- Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.
- Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.

- Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.
- Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
- Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.

Key Stage 1

Pupils are taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a 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 2

Pupils are taught to:

- 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
- about great artists, architects and designers in history.
- develop techniques, including control and use of materials, with creativity, experimentation and awareness of different kinds of art, craft and design.

Resources

The art co-ordinator audits resources annually and orders the resource requirements for each class, for their specific units of work. These are kept in the classrooms and shared when required. A stock of paints, collage materials, printing inks and rollers are kept in the photocopying room and hall cupboards. A range of papers and paper borders are available from the shelving in the photocopying room. Artist packs and art books are kept in a central area.

Assessment and monitoring

The art co-ordinator collects and monitors unit plans from all year groups, ensuring that our whole curriculum offer for art and design matches our children, our context, and our setting, and is clearly linked to the whole curriculum plan. The art co-ordinator makes classroom observations to assess the quality of teaching. The co-ordinator will be looking for certain attributes in a lesson: teacher's subject

knowledge and their basic skills, use of time and resources, teacher expectations, assessment procedures, and that EYFS foundations are built upon and secured throughout school in art and design. It should also be evident that skills and practical methods are being taught progressively through school. The art co-ordinator scrutinises individual pieces of work and displays around the school. The co-ordinator will also have discussions with children about their work. The art co-ordinator keeps photographic evidence of a range of artwork, these are also useful for future reference.

Features of progression in Art and Design

Extending the breadth of content by providing opportunities for children to:

- Respond to personal, social and environmental issues within the broad themes of 'themselves and their experiences'.
 - Participate in an increasing range of practical experiences of art, craft and design.
- Engage with art, craft and design in a variety of genres, styles and traditions.

Increasing children's depth of knowledge and understanding of:

- Visual and tactile elements of line, shape, pattern, texture, colour, tone and space.
- The materials processes used by artists, craftspeople and designers.
- The role of art, craft and design in different times and cultures.

Improving the quality of children's response and outcomes through the development of:

- Practical and technical skills.
- The ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meaning.
- The ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

Features of good attitudes and response to learning in Art and Design are:

- Pupils will work independently and with others, listen to others and treat them with respect.
- Pupils can be creative, flexible and show perseverance.
- Pupils can critically evaluate existing products, their own work and that of others.
- Pupils develop a respect for the environment and places of interest, such as art galleries.
- Pupils develop their cultural awareness and understanding and appreciate the value of differences and similarities.
- Pupils develop an understanding that all people are equal regardless of age, race, gender or ability.
- Pupils find enjoyment, satisfaction and purpose through creating and developing curiosity.
- Pupils are given the opportunity to shine