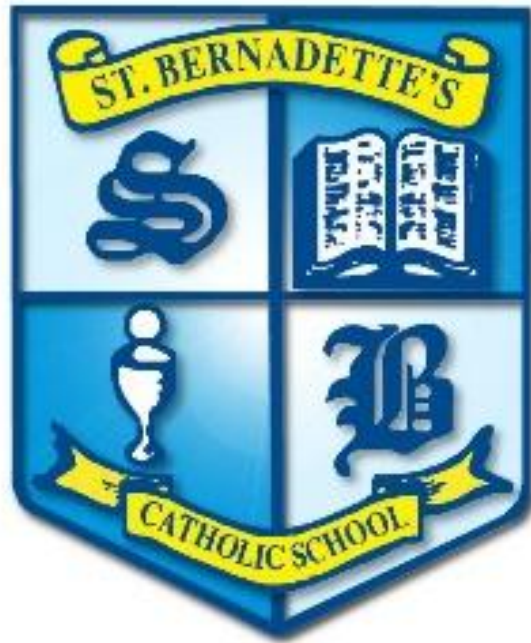


St Bernadette's Catholic Primary School



Art Policy 2025 – 2026

Learn to Love: Love to Learn

Our Mission

Learn to Love: Love to Learn

At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

Intent, Implementation & Impact

Intent

St Bernadette's Catholic Primary School is a beacon of hope and a place that offers children an education rich in wonder and memorable experiences. Through our diverse and inspiring curriculum, our children learn to love and love to learn. We believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding, which can be used in the wider world.

Our Art curriculum provides children with opportunities to develop their skills using a range of media. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of some of the styles of famous artists.

Through this ambitious curriculum, pupils will be encouraged to use art as a medium to express emotion and thought to enhance their personal, social and emotional development.

In Art, children are expected to be reflective and evaluate their work. They are consistently encouraged to consider ways of improving their work.

Children are encouraged to be ambitious, take risks, experiment and then reflect on why some ideas and techniques are successful or not. These are essential skills that can then be applied to other subject areas and walks of life.

Implementation

We believe that the delivery of the Art curriculum is as important as its design. Therefore, subject leaders have implemented the following:

- A knowledge organiser that outlines knowledge and skills, which all children can access. These documents also provide a tool for teachers to evaluate against.
- A progression of skills document which ensures that skills are developed in a logical sequence.
- A cycle of lessons, which carefully plans for progression and depth. Key skills are revisited and developed using what they have previously learnt as a foundation.
- A series of CPD in order to ensure that staff have effective subject knowledge and are confident with delivering high quality Art lessons.

Teachers have implemented/ ensured the following:

- High expectations for all pupils.
- Quality teaching which enables all pupils to acquire key techniques and then apply them using a range of media.
- The fluent application of artistic skills and creative thinking, with a growing independence.
- Facilitation of appropriate discussion/ evaluation, in which all children are encouraged to engage.
- Assessing understanding and addressing misconceptions.
- The delivery of planning is based on assessment of the children's knowledge and driven by the emerging ideas/needs of the class.

Impact

Our Art Curriculum is broad, ambitious and accessible to all. It has been carefully designed to enable the progression of both knowledge and skills.

Children will acquire vital knowledge, skills and gain the cultural capital that they need for the next stage of their educational journey. We also believe that we

are equipping them with the essential skills to enable them to become aspiring, resilient and creative citizens.

The Nature of Art

The national curriculum for art and design aims to ensure that all pupils:

- *produce creative work, exploring their ideas and recording their experiences*
- *become proficient in drawing, painting, sculpture and other art, craft and design techniques*
- *evaluate and analyse creative works using the language of art, craft and design*
- *know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.*

Catholic faith

Art at St Bernadette's is taught in a way that encourages children to recognise and celebrate the inherent dignity and creativity of every individual, to appreciate diverse perspectives and cultural expressions, and to understand the role that art plays in promoting justice, peace, beauty, and community. Through engagement with a wide range of artistic experiences, pupils are encouraged to explore and express their own identities while learning to value the uniqueness of others—reflecting the Catholic ethos of our school.

The National Curriculum for Art and Design guides our planning, ensuring that pupils have opportunities to develop a wide range of artistic techniques and skills, including drawing, painting, sculpture, and mixed media. Pupils also learn to evaluate and analyse their own work and that of others, while exploring the lives and contributions of significant artists, designers, and makers from various times and cultures.

At St Bernadette's, we believe that art is not only a form of self-expression but also a powerful way to reflect on moral choices, human dignity, and shared responsibility. Through their creative work, children are encouraged to respond to

the world with empathy, compassion, and purpose. Where appropriate, links are made to the values of Catholic Social Teaching, including:

- The Common Good – Children work on art projects and consider how their creative contributions can uplift and include others. Art is used to express messages of unity, justice, and shared responsibility.
- Human Dignity – Pupils explore artwork that celebrates individual identity, culture, and experience. They are taught to recognise that every person has value and that art can be a voice for those who are marginalised or misunderstood.
- Solidarity and Promoting Peace – Children reflect on how art has been used throughout history to promote peace, raise awareness of injustice, and build bridges between communities. They are encouraged to consider how their own artwork can promote kindness and understanding.
- Stewardship – Where appropriate, children use recycled or natural materials and are encouraged to consider the environmental impact of their artistic choices. Art lessons reinforce our shared responsibility to care for God's creation.

This faith-informed approach to Art education helps pupils see art as a tool not just for creativity, but for transformation. It supports the development of technical skill, spiritual reflection, and ethical awareness, nurturing children who are not only confident artists but also thoughtful, faith-filled citizens of the world.

Planning and coverage

At St Bernadette's, we have designed a bespoke Art curriculum based on the National Curriculum 2014. In Key Stage 1 and Key Stage 2, planning has been devised by the Topic Co-ordinators, ensuring a consistent and coherent approach across the school. This ensures that pupils within the same year group and across the school are given access to the same high-quality artistic learning opportunities, promoting both progression and equity.

Whole School Overviews provide a clear picture of the art topics and disciplines taught in each year group, aligned with national expectations. These overviews also highlight opportunities for cross-curricular connections, particularly with history, design technology, and literacy, allowing children to explore art in context and make meaningful links across the curriculum.

Medium Term Planning has been structured using a consistent format. Each planning grid includes:

- Statutory National Curriculum objectives
- Identification of common misconceptions
- Key art and design vocabulary
- Key questions and creative exploration prompts
- Information on significant artists, movements, materials, or techniques relevant to the unit

A strong emphasis is placed on developing pupils' skills in drawing, painting, sculpture, and other art, craft, and design techniques. Pupils are taught to experiment with a range of materials, review and refine their work, and evaluate both their own and others' creations. They are encouraged to express ideas and emotions, reflect on creative processes, and understand how art is used in different times, places, and cultures.

Children also explore the work of great artists, architects, and designers from a range of traditions. This helps them to develop an appreciation of artistic heritage and diversity, while also inspiring their own creativity.

Whole school planning in art is monitored by the Topic Co-ordinators to ensure consistently high standards. Monitoring focuses on the development and application of artistic vocabulary, the retention of key skills, and the progression of creative confidence across the key stages. Regular review of planning, teaching, and pupil outcomes ensures that our Art curriculum remains inclusive, challenging, expressive, and relevant to our pupils' lives and imaginations.

Organisation

In Key Stages 1 and 2, the Art and Design curriculum at St Bernadette's is built upon a topic-based system that encompasses the key strands of drawing, painting, sculpture, and other art, craft and design techniques, as well as evaluating and analysing artwork and learning about the work of significant artists, designers, and craft makers. The curriculum is composed of carefully sequenced topics ranging from Year 1 to Year 6 and is structured as a spiral curriculum—one that allows pupils to revisit artistic skills and concepts at progressively deeper levels. This approach prevents unnecessary repetition while ensuring that creativity, technical skill, and critical thinking are regularly practised, refined, and retained. Our goal is to provide a progressive, balanced, and broad art curriculum that enables pupils to develop as confident, reflective, and expressive artists.

Our bespoke art planning has been carefully designed to build on pupils' prior knowledge and support the development and retention of artistic knowledge and skills. Each unit includes prior learning checks and targeted flashbacks to help pupils connect previously learned techniques, vocabulary, and concepts with new content. Every lesson begins with three flashback activities focused on:

- Vocabulary
- Prior artistic skills or knowledge
- Artists, art movements, or materials previously explored

These activities serve several key purposes:

- Support the transfer of key artistic knowledge and techniques into pupils' long-term memory
- Act as a pre-teach mechanism for essential terminology and artistic concepts
- Address common misconceptions before they emerge in practical work
- Enable more meaningful connections between prior and current learning, deepening creative understanding as units progress

At St Bernadette's, we believe that vocabulary plays a vital role in helping pupils access and articulate their artistic intentions and interpretations. As such, vocabulary development is embedded into every lesson. Each art lesson includes:

- Dual coding of key art terms through visuals and definitions
- Partner talk opportunities to discuss media, techniques, and artistic responses

To ensure pupils are confident in using new terminology, each unit begins with a dedicated vocabulary session that introduces key terms and supports their use throughout the topic. Vocabulary is continually reinforced through flashbacks and discussion. Key unit vocabulary is displayed on unit markers and knowledge organisers, providing a visual and accessible resource for pupils throughout each unit.

This consistent, research-informed approach helps pupils to build a strong foundation of technical skill, visual literacy, and creative confidence. It enables them to:

- Explore and experiment with materials in purposeful and imaginative ways
- Develop and refine their ideas through sustained artistic practice
- Respond thoughtfully to their own work and the work of others
- Learn about and appreciate the diversity of artistic traditions and cultural influences
- Communicate meaning, emotion, and identity through visual media

Assessment

Pupils will be assessed continually throughout the year in Art, with formative assessment taking place informally during lessons. This ongoing assessment enables teachers to identify each pupil's understanding of artistic techniques, creative processes, and use of visual language, and to adapt immediate lesson planning and flashback activities accordingly.

Assessment in Art will take various forms, including:

- Talking to pupils and asking reflective or evaluative questions about their work and process
- Discussing pupils' artwork with them to explore their intentions, choices, and progress
- Marking work and offering verbal or written feedback linked to the learning objectives
- Observing practical tasks and activities, including how pupils use materials, apply techniques, and respond to feedback
- Encouraging self-evaluation, where pupils reflect on their outcomes, identify strengths, and suggest improvements

At the end of each academic year, three sketchbooks from each class (typically representing Above Age-Related Expectations (AA), At Age-Related Expectations (A), and Below Age-Related Expectations (BA)) are retained as a sample of progress and attainment. These exemplars provide a useful reference for moderation, curriculum development, and continuity across year groups.

This assessment approach ensures that pupil progress is closely monitored, creativity is nurtured, and teachers are well-informed to plan for challenge, support, and celebration of individual achievement in Art.

Reporting to parents

At St Bernadette's, we make use of BlueSky to celebrate and share the creative experiences of our pupils with parents and the wider school community. In Art, teachers are encouraged to regularly share updates on units, learning journeys, and pupil artwork. These updates can be found using #stbernsart.

This platform allows us to showcase:

- The artists and movements we have explored
- The materials and techniques pupils are experimenting with
- The literature or stimuli that has inspired creative work
- Pupils' finished pieces, reflections, and work-in-progress

It also provides parents with a valuable opportunity to see what their children have been learning, encouraging continued conversations, celebration, and engagement with the arts at home.

Art reports are included in the pupil's end-of-year topic reports, providing an overview of their progress, effort, creativity, and skill development across the year.

Resources

The school provides a wide range of Art resources to support the effective delivery of our Art and Design curriculum. These include various materials and tools for drawing, painting, printing, sculpture, and mixed media, as well as visual references and digital resources. All children and staff are encouraged to care for and respect these materials, recognising their importance in enabling creativity and artistic exploration.

Practical resources are organised in the Art cupboard into clearly labelled boxes, making them easily accessible for staff and pupils. Year bands have their specialist art boxes stored in designated areas within their classes. Resources are sorted by year group and artistic focus, ensuring teachers can easily locate materials relevant to each unit with the generic resources stored in the Art cupboard.

Equal opportunities

All Art experiences at St Bernadette's are planned with the school's commitment to equal opportunities in mind. Art is delivered in a way that ensures equality and inclusion for all pupils, regardless of gender, faith, ability, or background, and is fully aligned with St Bernadette's Equal Opportunity Policy.

All pupils will have equal access to the full Art and Design curriculum, including opportunities to explore a wide range of materials, techniques, and artistic styles. Where appropriate, pupils with SEND will be supported through scaffolded tasks, adapted resources, and where necessary, individualised approaches, enabling them to fully participate and express themselves through art. If a pupil is unable to participate in a specific lesson due to reasons connected to any protected characteristics, the lesson will be sensitively adapted to meet their needs, and alternative arrangements or additional support will be provided to ensure inclusion. The school also recognises the needs of more able pupils and provides opportunities to extend their creativity and critical thinking through open-ended challenges, personal projects, and exposure to complex techniques or art history themes.

Teachers are mindful of the needs of pupils who have English as an Additional Language (EAL) and ensure that visual support, clear modelling, and key vocabulary are consistently used to make the Art curriculum accessible and meaningful for all learners.

At St Bernadette's, we believe that every child is an artist, and our inclusive approach ensures that all children can develop confidence, express their individuality, and flourish creatively within a safe and supportive environment.

Revised by Topic Co-ordinators Z Boron & R Wayne

Revised May 2025

