



ART AND DESIGN POLICY

Policy purpose and vision

At St Mary's, we believe that Art and Design is an essential part of a broad, balanced and inclusive curriculum. Art provides every child with opportunities to explore, create, communicate and express themselves in different ways. We believe that every pupil, regardless of ability, background, SEND, language, culture or personal circumstances, should have the opportunity to experience success and develop their creativity.

Our Art curriculum is designed to inspire curiosity, encourage experimentation and develop pupils' confidence in their own creative ideas. We aim to provide children with opportunities to explore a wide range of artists, craftspeople and designers, while developing their own individual artistic voice.

Inclusion is at the heart of our Art curriculum. We recognise that children do not all learn, create or communicate in the same way. Our teaching therefore provides different routes to success, allowing pupils to demonstrate their understanding and creativity in ways that are appropriate to their individual needs.

Aims

The aims of our Art curriculum are to:

- Provide every pupil with regular opportunities to create, explore and respond to art.
- Develop pupils' confidence, creativity and ability to express themselves.
- Develop a progressive range of artistic skills, knowledge and vocabulary.
- Introduce pupils to a diverse range of artists, craftspeople, designers and artistic traditions.
- Encourage pupils to experiment with different materials, techniques and processes.
- Develop pupils' ability to evaluate and reflect upon their own work and the work of others.
- Celebrate individuality and recognise that there is no single 'right' way to create art.
- Ensure that all pupils, including those with SEND and additional needs, can access and enjoy the Art curriculum.
- Provide opportunities for pupils to develop their independence, resilience and problem-solving skills.
- Raise the profile of Art across the school and celebrate pupils' creativity and achievements.
- Develop an appreciation of art from different cultures, communities, histories and perspectives.
- Give pupils opportunities to showcase and celebrate their work both within and beyond the classroom.
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1 · Inclusion

Inclusive entitlement and curriculum adaptation

We are committed to ensuring that Art is a subject for every child.

We recognise that inclusion does not mean providing every pupil with exactly the same experience. Instead, we aim to provide pupils with the support, adaptations and opportunities they need to participate meaningfully and experience success.

Teachers will consider individual needs when planning and delivering Art lessons. This may include:

- Adapting tools, materials or equipment.
- Providing larger or easier-to-grip tools where appropriate.
- Offering alternative methods of applying paint, drawing or creating.
- Providing visual examples, demonstrations and step-by-step instructions.
- Breaking activities into manageable stages.
- Providing additional adult support where required.
- Allowing additional processing or working time.
- Providing sensory adaptations where appropriate.
- Offering opportunities for pupils to work independently, collaboratively or with adult guidance.
- Reducing unnecessary barriers while maintaining appropriate challenge.
- Allowing pupils to communicate their ideas through drawing, painting, sculpture, collage, textiles or other creative processes.
- Providing opportunities for pupils to make choices about materials, techniques and presentation.
- Adapting outcomes without unnecessarily lowering expectations.

We have high expectations for all pupils and believe that every child is capable of being an artist. Adaptations should enable pupils to access the same broad learning intention wherever possible rather than limiting their creative opportunities.

SEND

Art can provide particularly valuable opportunities for pupils with SEND to communicate, explore and express themselves.

Teachers will work closely with the SENCO and relevant staff to understand individual pupils' needs and identify appropriate adaptations. Pupils with SEND should be supported to participate fully in lessons while being encouraged to develop independence wherever possible.

Where appropriate, Art lessons may provide opportunities for pupils to:

- Explore and communicate emotions and ideas.
- Develop fine motor skills and coordination.
- Develop sensory awareness.
- Make independent choices.
- Develop confidence and self-esteem.
- Experience success through practical and creative activities.
- Work collaboratively and develop social skills.

We recognise that a pupil's artistic ability should not be judged solely by their ability to produce a particular final product. The creative process, experimentation, decision-making and development of skills are equally important.

English as an Additional Language (EAL)

Art provides an inclusive way for pupils to communicate ideas without always relying solely on spoken or written English.

Visual demonstrations, examples, images, gestures, modelling and practical experiences will be used to support pupils who are developing their English language skills. Key vocabulary will be explicitly taught and reinforced through practical experiences.

Pupils will be encouraged to discuss their ideas and artwork with others and will be given appropriate opportunities to develop their artistic vocabulary.

Cultural diversity

Our Art curriculum aims to reflect the diversity of our school community and the wider world. Pupils will encounter artists, designers and artistic traditions from a broad range of cultures, backgrounds and historical periods. We aim to avoid presenting Art solely through a narrow Western perspective and will provide opportunities for pupils to explore different cultural approaches to creativity.

Where appropriate, pupils will explore artwork connected to different cultures and communities respectfully and thoughtfully. Teachers will consider the context of artwork and avoid tokenistic approaches to cultural representation.

We want pupils to recognise that art is created by people from all backgrounds and that different experiences, cultures and perspectives can enrich our understanding of the world.

Art and wellbeing

We recognise the positive contribution that creativity can make to pupils' wellbeing.

Art provides pupils with opportunities to slow down, focus, experiment, communicate and express ideas and emotions. We aim to create an environment where pupils feel safe to make mistakes and understand that experimentation is an important part of the creative process.

Where appropriate, Art may also complement wider pastoral and wellbeing provision within school.

2 · Curriculum and Teaching

Curriculum continuity and breadth

Art is taught through a carefully sequenced curriculum which develops pupils' knowledge and skills progressively throughout their time at school.

Pupils will have opportunities to develop skills in areas including:

- Drawing
- Painting
- Sculpture
- Printing
- Collage
- Textiles
- Mixed media
- Craft and design

- Digital and contemporary approaches where appropriate

Lessons will provide opportunities for pupils to:

- Explore and develop ideas.
- Learn and practise new skills and techniques.
- Experiment with materials and processes.
- Take creative risks and make independent decisions.
- Evaluate and refine their work.
- Respond to the work of artists and other creative practitioners.
- Celebrate and share their finished work.

Teachers will model techniques clearly while also allowing pupils sufficient freedom to develop their own ideas. We recognise that Art should not become a process where every child produces an identical outcome.

We value individuality and encourage pupils to develop their own creative responses.

Challenge and progression

All pupils should be appropriately challenged in Art.

Challenge may be provided through:

- Introducing more complex techniques.
- Encouraging greater independence.
- Providing opportunities to combine techniques.
- Encouraging pupils to make increasingly sophisticated artistic choices.
- Developing subject-specific vocabulary.
- Asking pupils to explain and justify their creative decisions.
- Encouraging experimentation and refinement.
- Introducing increasingly complex artists and artistic concepts.

For pupils who require additional support, the focus will be on removing barriers while maintaining ambition.

For pupils who demonstrate a particular strength or enthusiasm for Art, opportunities will be provided to deepen their skills, explore additional techniques and develop greater independence.

Assessment and responsive teaching

Assessment in Art is used to identify pupils' developing knowledge and skills and to inform future teaching.

Teachers assess pupils against the progressive skills and knowledge identified within the Art curriculum. Assessment may take place through:

- Observation during practical activities.
- Discussion and questioning.
- Sketchbooks.
- Finished artwork.
- Evaluation and reflection.
- Pupil explanations of their creative decisions.

- Teacher assessment against identified skills.

Assessment should recognise both progress and individual development.

We do not believe that artistic success should be measured solely by the appearance of a finished piece. A pupil's progress may be demonstrated through their increasing confidence, independence, experimentation, technical skill, vocabulary, decision-making and ability to evaluate their work.

Resources

The school is committed to providing a broad range of high-quality Art resources and materials.

Resources will be selected to enable pupils to explore different techniques and processes and will be accessible to pupils wherever possible.

Teachers will consider accessibility when selecting materials and equipment and will make appropriate adaptations where necessary.

Pupils will be taught to use resources safely, responsibly and respectfully.

Health and safety

Teachers will ensure that pupils are taught how to use Art materials and equipment safely.

Particular consideration will be given to:

- The safe use of tools and equipment.
- Appropriate use of paints, adhesives and other materials.
- Safe working environments.
- Protective clothing where appropriate.
- Cleaning and storage of resources.
- Individual pupils' additional needs when using particular materials or equipment.

Risk assessments will be completed where necessary.

3 · Achievement

Expected outcomes

Our ultimate aim is for every pupil to leave St Mary's believing that Art is for them.

We want children to feel confident enough to experiment, resilient enough to make mistakes, curious enough to explore new ideas and proud enough to celebrate their achievements.

We recognise that every child brings different experiences, ideas and strengths to the classroom. Our Art curriculum will celebrate these differences and provide every pupil with the opportunity to develop their own creative voice.

We do not expect every child to create the same artwork. We want every child to have the opportunity to create something that is meaningful to them.

Through an ambitious, inclusive and progressive Art curriculum, we aim to nurture creativity, confidence, self-expression and a lifelong appreciation of the arts.

Celebrating achievement

We believe that celebrating pupils' artwork is an important part of developing confidence and pride.

We will provide opportunities to celebrate Art through:

- Displays around school.
- Art competitions.
- School newsletters and communication with families.
- Online showcases where appropriate.
- Community opportunities.
- Collaborative artwork.
- Opportunities to work with visiting artists and creative practitioners.

We aim to ensure that every pupil has the opportunity to have their creativity valued and celebrated, rather than only showcasing work produced by the highest-attaining artists.

Where competitions or external opportunities are entered, we will seek to provide a range of opportunities so that pupils with different strengths and interests can participate.

Roles and responsibilities

The Art subject leader is responsible for:

- Developing and maintaining the Art curriculum.
- Monitoring the progression of knowledge and skills.
- Supporting staff with planning and delivery.
- Monitoring the quality of teaching and learning.
- Monitoring assessment information.
- Auditing and developing resources.
- Promoting inclusion and accessibility.
- Gathering pupil voice.
- Supporting staff subject knowledge and confidence.
- Identifying opportunities for enrichment and celebration.
- Raising the profile of Art across the school.
- Evaluating the impact of Art provision and identifying future priorities.
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Monitoring and review

Pupil voice is an important part of our Art provision.

Pupils will be encouraged to talk about:

- What they enjoy about Art.
- The artists and artwork they have encountered.
- Their favourite techniques and materials.
- Their own creative decisions.
- What they have found challenging.
- How they feel their skills have developed.

- What they would like to explore in the future.

Pupil voice will be used to inform the ongoing development of the Art curriculum.

Revised and adopted by the Governing Body

Date: September 2026

Review Date: September 2029