



St. Paul's Catholic Junior School
Art Curriculum and Teaching Policy
October 2025

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Programme of study (National Curriculum 2014)

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.

Intent

There are several key concepts which drive the Art curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) KNOWLEDGE RICH AND HUMANITY RICH

Our Art Curriculum uses the National Curriculum Programme of Study and content as its basis, whilst promoting our key values of kindness, resilience and respect. We aim for all our children to be independent, active, responsible, articulate and confident citizens of the future. Our approach to Art is knowledge rich, covering the objectives of the National Curriculum. We aim to develop our students' curiosity and understanding by producing creative work, exploring their

ideas and recording their experiences. We want them to become proficient in various techniques, evaluating and analysing creative works using the language of Art, craft and design as well as knowing about great Artists, craft makers and designers, and understanding the historical and cultural development of their Art forms.

We recognise that there is no one correct way of interpreting Art. We aim to offer opportunities for children to foster an understanding and enjoyment of Art, craft and design by:

- experiencing a broad and balanced range of Art activities and show progression within these experiences
- showing development of ideas and their own skills through the use of a sketchbook
- developing their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- developing use of a range of tools, media and processes
- developing an understanding of the work of Artists, crafts people and designers and apply this knowledge to their own work
- through Art extend and enrich other curriculum areas

We encourage a creative richness, ensuring that our children receive a high quality Art education which stimulates creativity, imagination and inventiveness. At the same time, our curriculum is humanity rich. The purpose of Art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through Art and design activities. We aim to encourage children to find ways in which they can use Art to make a difference in their own lives, in their communities and in the wider world.

In line with our Curriculum Policy and following the pedagogy of 'Heathcote's Continuum of Engagement', we seek for children to be actively invested in their learning, encouraging a 'botheredness' mindset which promotes both the retention and application of their knowledge, skills and understanding in making a positive difference to their own lives, their community and the wider world.

3. ORACY

We seek for children to be able to express their views and opinions on Art eloquently and with confidence, in order to combat any communication deficit. We therefore aim to promote a talk and language rich environment in all our lessons.

4. RESILIENCE

We promote a growth mindset attitude which encourages perseverance when challenges arise.

5. MENTAL WELL BEING

Engaging in Art and creative activities has potential to encourage pupils to express emotions, reduce stress and encourage a better sense of self-esteem. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' Art skills in all areas prepare them for the demands of KS3.

We are committed to weaving career related learning through our Art curriculum to prepare all of our pupils for the future.

In all History lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

Art is taught throughout the year in stand alone lessons, with each year group completing one topic a term. Liaising with KS1, we ensure that teaching across our year groups is progressive and that key concepts are revisited but built on. Our Art curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. We recognise that new learning is fragile, so our approach is generative and sticky, enabling our pupils to make links between new and existing knowledge to aid long term retention. Within our curriculum, the key knowledge and skills for each year group can be seen in our progression maps. These have then been broken down into topics in our long and medium term planning, which class teachers then use to plan progressive and engaging lessons. Spaced repetition between topics and year groups is mapped in to help pupils retain learning. By the end of Year 6, children will have studied a variety of Artists and their work and improved their mastery of Art techniques, by preliminary investigation work through the use of sketch books; in these the children record their observations and review and revisit ideas.

Sketchbooks

Each child has his or her own sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in Art as part of their Art portfolio. The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes. Work is dated with the learning objective so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work

The sketchbook can be used as a place to collect:

- Photographs
- Pictures from magazines, comics, cards, calendars, stamps etc
- Samples of textures, fabrics, and other materials
- Lists of resources that the children might need to produce a piece of Art
- Colour strips from colour mixing
- Studies of the effects of media on different types of paper
- Evaluations by children of their own and the work of other Artists. Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

Pupils' final pieces of work in each topic are celebrated and shared by display in the corridors or within the classroom. Where appropriate, we invite parents in to showcase our children's creativity.

Our twice yearly Ignite link projects seek to introduce new Art learning to our pupils and encourage them to apply this to social justice and conservation themes. They encourage children to use Artistic skills, techniques and knowledge to support an active engagement in current issues, allowing them to see that they can use their creative flair to highlight important issues and make a difference to their own lives, to their communities and within the wider world.

Teachers apply a range of strategies within lessons to enable the children to become invested in their education. In lessons, children will work individually, in pairs or in larger groups, giving them experience in being independent, but also the benefit of being supported by a team. Example-led learning, experimenting and investigating with colour and techniques, first-hand experience using a range of materials and progression through techniques are all selectively used by teaching staff.

We believe that it is vitally important for children to develop their own opinions and voice about Art, the impact that key Artists and their Artwork had upon communities and the world, and how this relates to the children's own lives today. We are committed to closing the vocabulary gap that exists between children in order to widen their opportunities in life. In order to facilitate this, we promote quality talk, encouraging children to reflect on the work of other Artists and designers, and also to help them articulate and evaluate their own work as well as their peers.

Vocabulary development is integral to the teaching of Art within St. Paul's. Progression maps for vocabulary are used to ensure prior learning in this area is built on from year to year. Vocabulary

is also progressively taught between lessons in each topic. Visual pictures and prompts are shown to help introduce and model techniques; artistic language is used and encouraged.

Our Art curriculum aims to promote diversity. We encourage pupils to study artists/Art forms from a variety of cultural backgrounds.

We also seek to provide a range of enrichment opportunities for Art to cement knowledge, skills and behaviours.

Assessment:

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book scrutinies, lesson observations, learning walks and pupil/staff voice surveys. All monitoring undertaken helps to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for Art. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. To aid teachers in making judgements, internal standardisation takes place each term for Art, with teachers across the school reviewing and moderating a selected sample of pupils' work to against the relevant progression map objectives. Both the data drops and standardisation receipts help the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that

‘good teaching for pupils with SEND is good teaching for all’ (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine’s Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children’s long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the History curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support is adjusted according to the children’s needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.

- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English; our whole school focus on Oracy is an important level of support for these children. This enables teachers to support pupils to take part in all subjects.

Impact

- to enable all of our pupils to make good progress across all areas of the Art curriculum, from whatever the individual's starting point may have been. We define progress as knowing more and remembering more. It is the widening and deepening of knowledge, skills, understanding and behaviours.
- to provide pupils with a language rich Art experience, giving them the skills required to grow into independent and confident citizens, who can express their opinions on Art.
- for our pupils to be kind, respectful and resilient and to carry these skills forward into their future.

- for pupils leaving us to be well prepared for the next stage in their lives, particularly for the further study of Art at KS3, but also with skills that they can take forward into their future careers.
- for pupils to be self-assured, confident in their creative skills.
- for all pupils to feel inspired that they can use their artistic skills to make a positive difference in their own lives, within society and to the world around them.