

HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Art and Design Policy

mission Statement

Holy Souls School is a Catholic School where we live our life in Christ in the growing knowledge that God loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

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Review Spring 2029

Holy Souls RC Primary School

Policy Statement for Art and Design

This document is a statement which outlines the intent of Art and Design in Holy Souls School, how we intend to implement these aims and strategies across the school and how we will monitor the impact.

It was developed during the Spring Term of 2026 through a process of consultation with teaching staff and Governors.

Mission Statement

“To love one another as I have loved you,” is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school is treated with respect and valued as a unique member of our school family.

Through our Mission Statement we encourage all pupils to take pride in their achievements. Our Art and Design policy is used to help pupils develop their God given talents and with support from staff, to achieve their full potential.

Intent

Art provides opportunities to use our creativity and imagination to design and create. Giving our children quality art teaching will allow them to communicate and express themselves in new and imaginative ways. At Holy Souls R.C. Primary School, our ultimate aim is that all children will develop a love of Art and Design. Through Art and Design education in school, we aim to:

- Produce creative work, exploring their ideas and recording their experiences.
- Enable each child to grow artistically at his/her own level and pace.

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques appropriate to age and ability.
- Evaluate and analyse creative works using the language of art, craft and design.
- Develop an awareness and understanding of artistic traditions, styles and cultures from other times and places, as well as great artists, craft makers and designers.
- Foster enjoyment of all aspects of art, including the opportunity for the individual to produce quality artworks.

Implementation

- The strategies for teaching Art and Design are based on the revised National Curriculum 2014; included in this are the programmes of study for Key stage One and Two.
- Use the Long-Term Plan Art and Design Overview to ensure all Art and Design skills and knowledge are being covered throughout the year.
- Use the PlanBee progression documents to ensure appropriate skills and content are being taught for each year group.
- Learning objectives, that follow the year groups expectations from the PlanBee planning documents, will be clear for each lesson.
- Lessons include engaging learning experiences and opportunities for children to explore and experiment.
- Lessons meet the needs of all children (see Inclusion Policy), ensuring suitable support is put in place and correct challenge for the children to progress.
- Provide models and examples during the gathering ideas phase for children to envisage the final outcome and have something to aim for.
- Children have the opportunity to study the work of established artists and to discuss their techniques, skills and meanings that are represented in their work.
- Children are provided with a variety of materials, tools and resources for practical work.
- Children are encouraged to plan and revise their work, at different stages during the process, questioning, comparing and explaining their ideas.
- Time frames for Art are considered, ensuring children have time to generate ideas and create/invent/produce their work.
- Opportunities to evaluate/reflect on their artwork through self assessment and peer assessment.

- During the planning phase, incorporate visits and/or visitors to enhance the children's learning and to provide cultural capital opportunities.
- Create meaningful links across other subjects to develop a rich, balanced curriculum.
- Children having the opportunity to work individually and collaboratively.
- Opportunities to work on whole school themes and celebrations, during the school year. For example, Book Week, Multicultural/World Religion Learning, Art Days for Christmas, Easter and other Christian celebrations, whole school designs for plays/performances.
- Opportunities to use ICT to enhance enquiry skills, provide information and to produce digital art forms.

Early Years Foundation Stage

In Early Years, Expressive Arts and Design is taught through the Early Learning Goals. In 'Creating with Materials' children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used and also make use of props and materials when role playing characters in narratives and stories. 'Being Imaginative' allows opportunities for children to invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well-known nursery rhymes/songs and also perform songs, rhymes, poems and stories with others. When appropriate, children can also try to move in time with music.

Art and Design is explored through cross-curricular activities and children are given the opportunity to work individually, in groups and whole class using cross-curricular themes.

Key Stage 1

All children use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Colour, pattern, texture, line, shape, form and space are used to develop a wide range of art and design techniques. The children study different artists describing similarities and differences between them and making links to their own work. They use sketchbooks to record, investigate and develop their ideas.

Key Stage 2

Pupils develop their techniques taught in Key Stage One with an increasing awareness of different types of art, craft and design. They improve their mastery of techniques including drawing, painting and sculpture with a range of materials.

The awareness and knowledge about great artists, architects and designers in history is increased. Pupils use their sketch books to record observations and renew and revisit ideas.

Sketchbooks

Sketchbooks are used in Year 1 through to Year 6 to regularly record, collect and explore ideas, images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record for children to refer to throughout their Art and Design learning.

The contents of the sketchbook could include:

- A record of what has been seen by the children which may be accompanied by written responses/thoughts.
- A record of notes and selected materials which can readily be retrieved and used as reference.
- The development of ideas for further lessons and understanding of the unit.
- A record of the development of certain skills.
- Photographs and other illustrative material to support ongoing work.
- Experimenting or exploring a certain style, skill or idea.
- ICT prints and image manipulations.

Children will be encouraged to develop the habit of using their sketchbooks throughout each unit of art learning. Sketchbooks will move through the school as the children progress from one year to another, and across key stages.

Inclusion and Equal Opportunities

At Holy Souls we are committed to inclusion. Teachers provide opportunities for all children to access the full primary curriculum, including Art and Design.

All children are provided with the same learning opportunities, but recognising that children have individual styles of learning, teachers aim to provide as varied a range of tasks as possible.

Special Educational Needs and Disabilities (SEND)

All children are included in Art and Design lessons. We cater for all needs through a variety of methods, including adaptation of the task or the resources used or by additional support from the Class Teacher or Teaching Assistants (TAs) where appropriate. At Holy Souls, we are committed to dealing sensitively with pupils' needs, whether these are social, emotional or learning needs.

Health and Safety

During the teaching of Art and Design, health and safety requirements will be adhered to in relation to use of equipment and appropriate storage of resources.

Resources

There is a wide range of resources to support the teaching of Art and Design across the school. We keep every day supplies within each classroom and other art resources are stored in the 'Bright Sparks' room or in the KS1 resource area. If any resources need replacing, the Art and Design Leader should be informed as soon as possible so that such items can be replaced.

Monitoring the Impact

Pupil's work will be regularly assessed through observation of children during lessons, discussions with individuals or in groups during lessons and scrutiny of a final piece of work.

Once a unit of Art has been completed, teachers will refer to the year group's expectations according to the Lancashire Curriculum and make a judgement of each child's progress.

The subject leader will collect a sample of art sketch books according to the yearly monitoring overview.

The subject leader will lead pupil discussions on their learning of art and how they feel towards Art and Design.

Reporting to parents takes place annually through a written report at the end of year for Art and Design.

Role of the Art and Design Leader

The role of the Art and Design lead is:

- To review the subject each year and produce an annual development plan for Art and Design.
- To monitor the teaching and learning of Art and Design throughout the school, through lesson observations, pupil discussions and scrutiny of sketchbooks and end of unit products.
- To ensure the long term plan is being followed and therefore, skills are being taught as and when planned.
- To take the lead in policy development and production of schemes of work designed to ensure progression and continuity in Art and Design throughout the school.
- To support class teachers in the development of work plans and implementation of the Art and Design curriculum.
- To take responsibility for the purchase and organisation of central resources for Art and Design.
- To arrange additional Art and Design opportunities through Art Weeks and Days.
- To keep up-to-date with the development of Art and Design both locally and nationally and disseminate this information to colleagues.

Rebecca Davies

Art and Design Leader

January 2026