Art Policy 2026

St John Vianney Primary School

Art Policy

Being SJV

Sincere † Joyful † Virtuous

Vision

At St John Vianney Primary School, we believe that art is a powerful form of expression that sparks creativity, individuality and imagination. Through a diverse yet engaging art curriculum, we aim to nurture confident and curious learners, who are encouraged to explore ideas, experiment with various materials and communicate their thoughts and feelings visually. Children will begin to understand of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form)

Our art school belief is that 'every child is an artist', developing children's understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Children will be able to study the works of popular, famous artists and many modern, diverse artists.

At St John Vianney, we encourage children to take creative risks, embrace new challenges and understand that art is a journey of exploration rather than simply producing a finished product. By developing observational skills, critical thinking and self-reflection the children at our school build confidence in their creative abilities and learn to value their own unique way of viewing the world around them.

In our school, we strive to create an inspiring environment in which creativity flourishes. Art is celebrated via the 'SJV Art Space', where collaborative projects and individual pieces showcase children's achievements. Through meaningful artistic experiences, we aim to foster a lifelong appreciation of the arts and equip children with the creativity, confidence and cultural understanding they need to succeed in an ever-changing world.

Intent

At St John Vianney Primary, Art and Design is an important part of our broad and balanced curriculum. The Art and Design curriculum develops the children's critical abilities, providing opportunities to express their individual interests, as well as an understanding their artistic choices. In art, the children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to think critically.

The aims of the National Curriculum for Art and Design ensures 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

Curriculum Aims

The aim of the art curriculum at St John Vianney is to inspire and challenge pupils, equipping them with the knowledge, skills and confidence to think and work as artists. Through an ambitious curriculum, the children will develop their creativity, imagination and critical thinking while exploring a wide range of artistic disciplines, techniques and media. The children are encouraged to experiment, take risks, reflect on their work and evaluate the work of others using appropriate art vocabulary. The art curriculum in places enables the children to develop a secure understanding of key artistic concepts and processes, while gaining knowledge of significant artists, craftspeople and designers from different periods of history. Through high-quality art education, we aim to nurture a lifelong appreciation of the arts, develop cultural capital and empower every child to express themselves creatively and confidently.

Implementation

Curriculum Structure

At St John Vianney Primary School, we follow the split curriculum for art, meaning it is taught once a term, opposite D&T. Our lesson pathways are via the Access Art scheme, where the teaching sequence is underpinned by the use of sketchbooks and drawing skills books. In Year 1, children are provided with a spiral bound sketchbook which is passed to the next class every year. By the time the children leave in Year 6, they have a sketchbook which documents their artistic journey during their time at St John Vianney Primary school.

Art learning is built through weaving, layering and revisiting experiences (media, techniques, approaches, artists) Children from Year 1 up to Year 6 have sketchbooks that are used to develop ideas through evaluating work from established artists and imitating their styles, innovation and then individual creation, working towards final outcomes for each unit.

According to Viktor Lowenfeld, professor of art education, the children will follow these key stages of development;

- **Pre-schematic (ages 4-7)-** drawings will feature recognisable shapes, children often draw head/feet humans or floating stick figures, colour choices are emotional or imaginative rather than realistic.
- **Schematic (7-9)** – children develop a repeatable way of drawing objects (a schema), colour starts to reflect the real world, drawings feature a clear baseline for the ground and the sky.
- **Dawning realism (9-11)** Children become more critical of their own artwork, drawings show more detail and a better sense of space, peer approval and accurate representation become very important.

Early Years Foundation Stage

Statutory requirements for the teaching and learning of Art and Design are laid out in the EYFS Framework 2014 for children in the Early Years Foundation Stage and, for children in Key Stages 1 and 2 in the National Curriculum 2014. In the Early Years Foundation Stage Expressive Arts and Design, the development of children's artistic and cultural awareness supports their imagination and creativity. In the EYFS setting, children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

Children are provided with opportunities to elaborate on what they see and hear and are able to participate in self-expression, communicating through the arts. Critical thinking and exploration in the early years setting gently prepares children for more structured learning as they approach KS1.

Teaching and Learning

Children will use their sketch books to study artists' styles and practise skills taught. As sketchbooks are used differently to books in other areas of the curriculum, the assessment expectations differ slightly, too. There is no requirement to include the objectives taught per lesson, or for the teacher to mark the work formally. Teachers will provide active feedback to children while they are working, supporting the skills they are working on, whilst they are working. Where children are working on 3D pieces, photographs will be taken and added to Showbie to show outcomes of the unit. Children will have the opportunity to assess their own work and evaluate their final pieces. Assessments are made at the end of the units to show whether the children are achieving age related expectations in the skills and techniques that they have learned. Children will be assessed against substantive and knowledge-based learning, in line with other subjects such as history.

Resources

The children in school will have access to high-quality, accessible and inspiring art resources that enables all to develop their artistic knowledge, skills and creativity. A wide range of materials, tools and equipment are available to support the teaching of drawing, painting, sculpture, printing, textiles and digital art. Resources are carefully selected, maintained and organised to ensure they are safe, appropriate and inclusive for all learners. Teachers will use a variety of visual stimuli, artist studies, artefacts, books and digital media to enrich learning and broaden pupils' cultural understanding. We regularly review and invest in resources to ensure they support the progression of skills across the curriculum and allow pupils to experiment, take creative risks and produce high-quality outcomes. Through access to a rich range of resources, we aim to inspire a lifelong appreciation and enjoyment of art and design, allowing children to experiment with different media.

Inclusion

SEND

At our school, we are committed to ensuring that art and design is fully inclusive and accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise that every child has unique strengths, interests and needs, and we adapt teaching, resources and learning experiences to enable all pupils to participate, achieve and succeed. Through high-quality adaptive teaching, appropriate scaffolding and the use of a range of materials and approaches, children are supported to develop their artistic skills, confidence and creativity. Art provides valuable opportunities for self-expression, communication and personal development, allowing the children to celebrate their individuality and achievements. We foster a positive and supportive learning environment where diversity is valued, barriers to learning are reduced, and every child is encouraged to engage with and enjoy the creative process, enabling them to reach their full potential.

Disadvantaged Pupils

At St John Vianney, we are committed to ensuring that all pupils, including those identified as disadvantaged, have full access to a high-quality art curriculum that fosters creativity, confidence and self-expression. We recognise that some children may have limited access to artistic resources or enrichment opportunities beyond school and aim to provide these for the children in the school setting. Through carefully planned teaching, inclusive practice and targeted support, we provide opportunities for all children to explore a wide range of artists, cultures, techniques and materials. We aim to remove barriers to participation by ensuring access to resources, educational visits and enrichment activities, while providing additional guidance when required. We aim to offer disadvantaged children a unique opportunity to develop their identity, resilience and cultural capital, enabling them to express their ideas, celebrate their achievements and succeed alongside their peers. Through ambitious and inspiring art education, we strive to ensure that every child flourishes as a confident and creative artist.

Higher Attaining Pupils

For higher attaining pupils, the focus is on not producing more work but to think more deeply about art. This can come from providing opportunities to refine technical proficiency and providing opportunities for the children to make creative decisions. For example;

- Choice of materials
- Choice of composition
- Choice of colour palette
- Choice of techniques

Challenge will be available to children to improve the quality of their work through:

- Observation
- Accuracy
- Control of media
- Use of perspective
- Application of techniques

Enrichment

We seek to inspire children beyond the classroom through a range of enrichment opportunities, which may include:

- Entering local competitions such as The Young Seasider's
- Offering art clubs after school
- Having links to our local art gallery (The Grundy) and aim to organise educational visits

- Whole school art opportunities
- Observational drawings in the local area
- Dedicated art ambassadors, raising the profile of art across school
- Creating artwork for local charities

We believe that enrichment opportunities play a vital role in enhancing the artistic experiences and broadening the cultural understanding of the children in our school. Through visits to galleries, local exhibitions and places of artistic interest, pupils are given opportunities to engage with art beyond the classroom and gain inspiration from a range of artists, craftspeople and designers. Enrichment is further developed through workshops, whole-school art projects, competitions and community collaborations that encourage creativity, curiosity and self-expression. These experiences help pupils make meaningful connections between their learning and the wider world, while developing their confidence, cultural capital and appreciation of the creative arts. We are committed to ensuring that all pupils have access to enriching artistic experiences that inspire a lifelong interest and enjoyment in art and design.

Impact

The impact of our art curriculum is evident in children who are confident, creative and enthusiastic learners, with a secure understanding of artistic knowledge, skills and vocabulary. Children will make clear progress as they move through the school, building upon prior learning and developing increasing independence, resilience and ambition in their artistic practice. Children will be able to discuss, evaluate and reflect on their own work and the work of others using subject-specific language. They will be able to demonstrate an appreciation of a diverse range of artists, cultures and creative disciplines, contributing to their cultural capital and understanding of the world around them. Through engaging and meaningful artistic experiences, the children will develop a sense of pride in their achievements, express themselves creatively and leave primary school equipped with the skills, knowledge and confidence to continue their artistic journey into high school. Some children will be able to continue to develop the fundamental skills taught in the primary setting and continue this into further education.

Assessment and Monitoring

The impact of the curriculum is evaluated through:

Art and Design Subject Leader and/or SLT will:

• Monitor children's sketchbooks and any final outcomes to check the whole-school approach to the teaching of Art and Design (as outlined in this policy) is being followed

• Carry out learning walks to monitor lessons and relevant displays

• Sit with children and look through their sketchbooks and any final outcomes of work (pupil voice) Following on from any monitoring that is carried out, feedback will be provided to staff. Any areas that require improvement will be discussed with staff, with support offered (where necessary) and steps for moving forward agreed.

- Children will be asked about their substantive and implicit knowledge to check the progression of skills (against the progression of skills document)

Conclusion

At St John Vianney, we believe that high-quality art and design education is an essential part of every child's development. Through an ambitious, inclusive and progressive curriculum, we aim to inspire creativity, nurture individuality and develop the knowledge and skills our children need to express themselves confidently. By providing rich learning experiences, access to diverse artists and cultures, and opportunities for enrichment, we foster a lifelong appreciation of the arts and their importance in the wider world. We are committed to ensuring that every child, regardless of background or ability, can achieve success in art and design, leaving primary school as confident, reflective and creative individuals who are well prepared for the next stage of their education and beyond.