



St Joseph's Catholic Voluntary Academy

Art Policy

Policy Date: September 2026

Policy Lead: A Warwick

MISSION STATEMENT

We are proud of our school as a place of learning, prayer and happiness.
Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that
we can grow stronger together in faith.

Aims of the Curriculum

At St Joseph's we value every child as a gift from God.

Our curriculum is created with a deep understanding of how our faith influences our thoughts, decisions and actions.
Resilience and pride shape the learning culture within this school for both children and adults. Having the highest aspirations for and of all, we learn together, opening minds and creating an environment of intellectual curiosity.

Working towards a rich and meaningful curriculum that reflects the diverse population of our school family. Teaching children about where they live, making experiences personal and memorable.
Giving children worldwide experiences that help them to understand who they are.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Curriculum Intent

At St Joseph's Catholic Voluntary Academy, we believe that Art is an essential part of a broad and balanced curriculum. It enables children to explore their creativity, solve problems, communicate ideas and develop confidence in their own abilities. Rooted in our Catholic ethos and mission, our Art curriculum nurtures the unique talents that God has given each child and encourages pupils to appreciate beauty, creativity and the world around them.

Our curriculum is carefully planned to ensure that all pupils develop the knowledge, skills and understanding required to become confident, independent and reflective artists. Through high-quality teaching, progressive

learning experiences and meaningful opportunities to create, evaluate and refine their work, children are encouraged to take creative risks and express themselves with confidence.

We intend that pupils will:

- develop creativity, imagination and curiosity through engaging artistic experiences;
- build progressively on their knowledge and skills from Early Years to Year 6;
- become confident in using a wide range of artistic media, techniques and processes;
- study and respond to the work of significant artists, designers and craftspeople from a range of cultures and historical periods;
- communicate ideas, emotions and experiences through visual expression;
- evaluate and refine their own work and the work of others using appropriate artistic vocabulary;
- take pride in producing high-quality artwork that is celebrated within school and the wider community.

Curriculum Expectations

To ensure consistency and progression across the school, the following expectations apply:

- Art is taught through carefully sequenced units that build progressively on prior learning.
- Lessons should provide opportunities for pupils to explore, experiment, develop techniques and produce high-quality outcomes.
- Pupils should be challenged appropriately, developing increasing independence and resilience as their skills progress.
- Sketchbooks will be used consistently for observational drawing, experimentation, idea development and finished artistic work where appropriate.
- Written learning related to Art, including reflections and curriculum links, will be recorded in Humanities books where appropriate.
- Every Art Week must include a knowledge organiser to support vocabulary, key knowledge and retrieval practice.
- The Art cover sheet should be used at the beginning of each Art Week.
- Teachers will incorporate regular retrieval opportunities within planning to revisit previously taught artistic knowledge, techniques and vocabulary, ensuring learning is retained and built upon over time.

Catholic Life and Catholic Social Teaching

Our Art curriculum reflects the Catholic character of our school. Wherever appropriate, learning will include opportunities to explore themes inspired by Scripture, religious art and the traditions of the Church.

Through this approach, pupils leave St Joseph's as confident, creative individuals who value artistic expression, appreciate cultural diversity and recognise creativity as a gift that can enrich both their own lives and the lives of others.

Implementation – Planning and Teaching

At St Joseph's Catholic Voluntary Academy, Art is taught through a carefully planned, progressive curriculum that develops pupils' knowledge, skills and creativity from Early Years to Year 6. Our curriculum is designed using principles from cognitive science, ensuring that pupils revisit prior learning through retrieval practice, build understanding over time through spaced repetition and apply previously learned skills in new contexts.

The Three I's Approach

Art is taught using the Talk for Writing Three I's approach, adapted to support creative development:

- Imitation – Pupils explore and study the work of an artist, designer or craftsman, learning key techniques, vocabulary and artistic processes.
- Innovation – Pupils experiment with and adapt these techniques, developing confidence through guided practice and exploration.
- Independent Application (Invention) – Pupils apply their knowledge and skills independently to create original artwork that reflects their own ideas and creativity.

This approach encourages pupils to develop technical competence while fostering imagination, resilience and independence.

Progressive Learning

Throughout their time at St Joseph's, pupils study a diverse range of significant artists, designers and craftspeople from different cultures and historical periods. This broadens their cultural understanding while enabling them to revisit and deepen previously taught knowledge and skills.

Children will work with a wide range of media and techniques, including:

- drawing and sketching
- painting
- printing
- collage
- sculpture and 3D art
- textiles and mixed media
- digital art

Skills are carefully sequenced so that pupils build increasing confidence and mastery as they move through the school.

Cross-Curricular Learning

Where appropriate, pupils apply their artistic skills across the wider curriculum, making meaningful links with Religious Education, History, Geography and other subjects. Art provides opportunities for pupils to explore themes connected to Catholic Social Teaching, including human dignity, community and stewardship of God's creation.

Reflection and Celebration

Reflection is an integral part of the artistic process. Pupils are encouraged to evaluate their own work and the work of others, using subject-specific vocabulary to identify strengths, refine techniques and celebrate progress.

Children's artwork is celebrated throughout the school community through:

- classroom and corridor displays;
- whole-school gallery exhibitions during Art Weeks;
- celebrations shared with families through ClassDojo

By celebrating creativity in this way, we foster pride, confidence and a lifelong appreciation of the arts.

Impact

At St Joseph's Catholic Voluntary Academy, the impact of our Art curriculum is seen in the confidence, creativity and progression of our pupils as artists. Children develop a secure understanding of artistic knowledge, techniques and vocabulary, enabling them to build on prior learning and apply their skills with increasing independence.

By the end of each year, pupils are able to discuss the work of significant artists, designers and craftspeople using appropriate subject-specific language. They can explain the techniques they have used, evaluate their own work thoughtfully and reflect on how they have improved over time through experimentation and practice.

Our pupils make meaningful connections between Art and the wider curriculum, particularly through links with Religious Education and Catholic Social Teaching, using creativity to explore themes of dignity, community, stewardship and care for God's creation.

The impact of our curriculum is evidenced through:

- high-quality artwork that demonstrates clear progression in knowledge and skills;
- confident use of a range of artistic techniques, media and processes;
- sketchbooks that show experimentation, reflection and the development of ideas;
- pupils' ability to recall and apply previously taught knowledge and vocabulary through regular retrieval opportunities;
- enthusiastic engagement in Art lessons and Art Weeks, with children taking pride in sharing and celebrating their work within the school and wider community.

Ultimately, our Art curriculum equips pupils with the confidence, resilience and appreciation of creativity needed to continue expressing themselves as lifelong learners and artists.

Assessment, Recording and Reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors in the National Curriculum.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to assess whether pupils have achieved the key learning objectives. Teachers mark work against the learning objectives and record progress made to inform future planning.

During Art lessons, teachers observe children working during the lesson, question them and give verbal feedback to help children to improve their work. Children are encouraged to assess and evaluate both their work and that of other pupils to help them to appreciate how their work can be improved and what their next steps are. Reflections are included in their books.

Work is celebrated with class recognition, entry to the art award, Class Dojo and verbal praise.

Role of Subject Leader

The Subject leader has a variety of roles.

These include:

- taking the lead in policy development and quality assuring toolkits, resources and teaching plans throughout the school
- supporting colleagues in their development and implementation of subject knowledge, toolkits, resources and plans and assessment and record-keeping activities;
- monitoring progress and advising the Senior Leadership Team on action needed;
- taking responsibility for the purchase and organisation of central resources,
- using release time to support colleagues
- keeping up-to-date through research and continuing professional development.

Headteacher Responsibilities

The Headteacher is responsible for:

- Ensuring that History is given appropriate importance within the curriculum.
- Ensuring that the subject meets statutory requirements and reflects the aims of the National Curriculum.
- Providing appropriate support, time and resources for effective subject leadership.
- Ensuring staff have access to relevant professional development.
- Supporting the Subject Leader in monitoring and evaluating curriculum quality.
- Ensuring that pupils' entitlement to a broad and balanced curriculum is maintained.
- Ensuring that safeguarding and health and safety requirements are met.

Governors' Responsibilities

The Governing Body is responsible for:

- Supporting and challenging leaders to ensure that History contributes effectively to pupils' wider education.
- Ensuring that statutory curriculum requirements are met.
- Monitoring the impact of History provision as part of the school's curriculum monitoring processes.
- Supporting the school's commitment to providing a rich, ambitious and inclusive curriculum.
- Ensuring that appropriate resources are available to support high-quality teaching and learning.
- Understanding how History contributes to pupils' personal development, creativity and preparation for life beyond primary school.

Policy Review

This policy will be reviewed every three years or sooner if required due to:

- Changes in statutory guidance.
- Updates to the National Curriculum.
- Changes in school priorities.
- Recommendations from monitoring activities.

The History Subject Leader will be responsible for reviewing and updating this policy in consultation with senior leaders.

