

St. Peter's CE Primary, Farnworth



Curriculum Policy Art

Written: December 2019

Reviewed November 2025

Subject leaders: V. Brown / N. Wells

Contents Page

Our school vision	3
St Peter's beliefs and values – Learn, Sparkle and Shine	5
Curriculum intention	7
Spiritual, Moral, Social and Cultural	9
Our teaching and learning model	10
Curriculum design	14
Planning	14
Curriculum coverage and progression of skills	15
Rationale behind chosen content and timings	15
Teaching and learning within art at St Peter's	15
Art in EYFS	16
Use of knowledge organisers	16
Assessment	16
Organisation of resources	16
School Partnerships	17
Community CPD	17
Use of ICT	17
Role of the subject leader	17
Supporting new staff	18
Cross curricular links	18

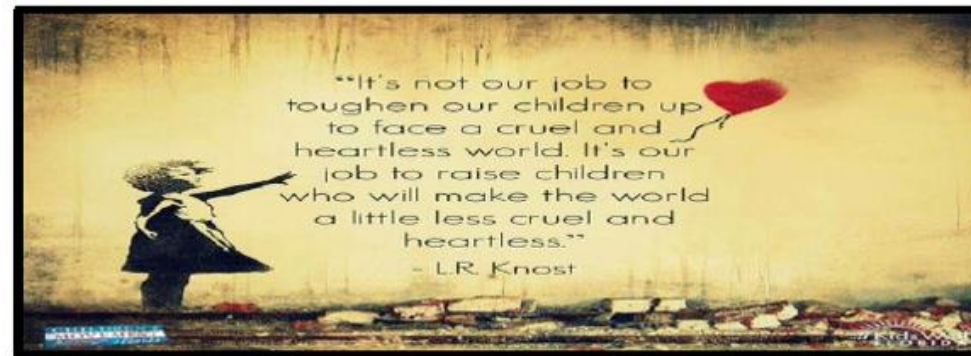


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

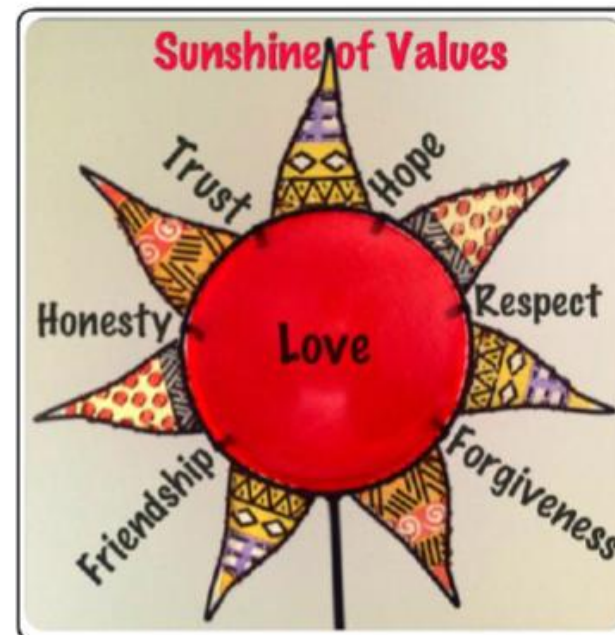
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other. Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance ART

Curriculum design

The National curriculum, **purpose of study:** 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.

Through teaching Art and Design we aim to:

- 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, crafts and design
- Know about great artists, craft makers and designers, and understand the historical and cultural developments of their art forms

For all pupils, in line with the National Curriculum 2014

In Art and Design pupils in Key stage 1 are taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Art and Design in Key stage 2:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers

Attainment targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Planning

The long term plan for the Art objectives in the 2014 National Curriculum are completed across the year. Planning indicates appropriate progression to ensure pupils receive a balanced Art curriculum. Lessons are planned in-line with the National curriculum 2014 and the progression skills linked to the 'Learning Challenges'. Learning challenges 'progression of key skills' covered in each topic is highlighted at the top of the class planner. These key skills are also used to support teacher assessments at the end of each topic.

Weekly lessons are planned on the subject planning proforma. Class teachers adapt plans for individual classes and meet the needs of the pupils.

New topic/ ideas are also discussed with the Art co-ordinator & then implemented if needed.

The class teacher plans based on the needs of the pupils through rigorous assessment procedures.

Curriculum coverage and progression of skills

The curriculum is taken from the 2014 National Curriculum. All staff follow this guidance for their teaching and planning. Subject leaders complete a termly curriculum coverage tracker that identifies which objectives were taught when and how often they were taught across each Key stage.

Our yearly curriculum overview map details the yearly topics (skills covered and learning outcomes).

Planned activities in Art show progression, so pupils can build upon 'key skills' from prior learning. While we give pupils of all abilities opportunity to develop new skills, knowledge and understanding, we also build planned progression into the topic plans, so there is 'challenge' as pupils move up through school.

Rationale behind chosen content and timings

The content of the Art & Design curriculum is set by the 2014 National Curriculum and the objectives contained within the programmes of study. As a school we use these to define our teaching and stay within the objectives for each year group providing depth and breadth of experience before moving forwards.

Art content is planned to link to meet the needs of the pupils through topic themed planning, this links to the class topic. Content can be adapted yearly to meet the class curriculum topics. Each class has one weekly session of Art per week. In Key stage 2 this is PPA cover, Our HLTA (art specialist) works closely with Key stage 2 staff to ensure strong cross curriculum links through the Arts. This creates purposeful learning which is more meaningful to the children. In Key stage 1 Art is taught weekly or within an art week block, depending on the topic. Each class is taught 3 Art and Design topics yearly (see curriculum map).

In Key stage 2 Art and Design is timetabled weekly. Each KS2 class has one afternoon per week and this is taught by our Art specialist (HLTA).

Key stage 1 Art and Design is timetabled weekly, a lesson per week (an alternative half term to Design Technology).

Evidence of children's work:

- Pupil's Art & Design work is evident around school, in classes and the Art room.
- Photographic evidence is stored on the main frame computer and on the class blog.
- In the children's individual Art diaries

Teaching and learning within Art & Design at St Peters

For Art & Design teaching to develop learning successfully, a whole school approach is required. The approach followed is firmly grounded in the National Curriculum 2014.

This is based on the following key principles:

- Weekly Art lessons
- Direct teaching following Barak Rosenshine's principles as explained in the teaching and learning model above
- Use of I do, we do, you do as a teaching and learning model
- Opportunities to 'talk' through paired and group activities
- Learning through 'doing' using practical activities.
- Through direct teaching lessons, Art challenges and continuous provision in our EYFS

Teachers are aware of the importance of having good subject knowledge. They are encouraged to seek support from their colleagues if they are unsure about the teaching strategies for particular skills or concepts.

Art in EYFS

Art in EYFS is planned and taught through the Expressive Arts and Design area of learning. The aim is to develop the artistic and cultural awareness to support their imagination and creativity. We provide regular opportunities for the children to engage in the Arts, to enable them to play and explore with a wide range of media and materials, as recommended in the Development Matters 2021 Non-statutory guidance for the EYFS.

We encourage creativity in reception class as part of the EYFS Curriculum. Pupils' creative development is linked to the objectives set out in the Early Years age bands and the Early Learning Goals. There are 2 areas of learning within Expressive Arts in the Early Learning Goals:

Creating with materials & Being expressive and imaginative.

Pupils engage in a wide range of activities and have the opportunity to develop their creativity through our large art area, music area and stage, dance, role play and imaginative play which are available through indoor and outdoor provision.

We provide a rich environment in which we encourage and value creativity. Pupils' Art skills are developed through, collage, 3D modelling, adapting and improving models, colour mixing, painting skills, rubbings and observational drawing with a range of media and materials.

Use of knowledge organisers

Each Art unit of work has a knowledge organiser that details the key vocabulary and factual information that is to be learnt by children by the end of each unit of work. These also allow the children to reflect back upon previous learning linked to the topic. Knowledge organisers are used to share the expectations and key skills of each topic with the children.

Assessment

At the end of each topic, the teacher makes a judgement about the pupil's work linked to the 'progression of key skills' and outcome expectations. The 'progression of key skills' from each topic are copied to the teacher assessment proforma. Art assessments are also linked to the learning challenges Levelling descriptors.

Teacher's judge if the pupil is:

Working securely within their age related expectations – Expected

Working below their age related expectations – Emerging

Working beyond with their age related expectations – Higher attaining pupils or exceeding pupils.

Assessments are saved on the mainframe computer.

Parents are kept informed of their pupil's progress through annual school reports.

At the end of end topic, pupils are encouraged to evaluate their own work with the teacher and others. They consider how they could improve or adapt their outcomes/ideas.

In KS1 children complete a simple, smiley face evaluation sheet with simple comments.

In KS2 children have the opportunity to complete an evaluation sheet/booklet at the end of each topic.

Organisation of resources

Children are encouraged to become independent learners. Classrooms have a range of resources available to effectively carry out the tasks set. Children are made aware of where resources are and how to find them, use them and replace them.

As children mature and gain in confidence they are given the opportunity to select the resources appropriate to the tasks that are set.

KS2 Specialist materials are stored in the main storage area in the Art room.

There are also Art topic boxes, for many art topics.

Each topic box includes photos, materials resources.

Key stage 1 & EYFS have a variety of art materials in their classroom and in the Key stage Art store.

In EYFS children can access for other subjects.

School Partnerships

Pupils are given the opportunity to work alongside artists and other adults.

The co-ordinator works closely with the local Artists and designers and local schools to enhance and develop our Art and Design curriculum. This is also a great opportunity for staff to develop new skills.

In Key Stage Two at St. Peter's there are 2 members of staff with an art and design background and have worked in the textile industry. Our Art specialists work along the children and plan to enhance the topic planning and art opportunities.

Community CPD:

St. Peters' offer 'school to school' support. This allows classes/class teachers/co-ordinators to visit to develop Art skills or professional development. This is delivered by Mrs Smith our HLTA and art specialist.

Art council:

St. Peters' has achieved the Art Mark award.

Children in school are given the opportunity to receive an 'Art discover award or Art explore award'. Our Art co-ordinator and HLTA art specialist are qualified assessors to assess children's artwork for the Art council in London.

Children can apply for the Art discover award and certificates are awarded. This is on a yearly rota. See timetable in co-ordinators file)

Art Award Discovery is completed in KS1.

Art Award Explore is completed in upper KS2.

Use of ICT

We recognise that the use of IT can vastly enhance the teaching of Art and there are many worthwhile apps and programs that staff use with the children. Children use the iPad to research designers and artists to support learning.

Role of the subject leader [\(link to subject leadership policy\)](#)

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.
- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in maths across KS1 and KS2.
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT 's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Cross curricular links

We do, wherever feasible, make clear links to other subject areas. We do this is because we know that making clear and explicit links helps children to learn. You will see through our planning where links are made.

Reviewed: November 2025