

Christ Church CofE Primary – Art

Overview

Rationale

“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



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

Art plays a vital role in this vision. It inspires curiosity and creativity, deepens children’s understanding of themselves and the world around them, and shows how artistic expression reflects culture, society, and human experience. Through art, children develop resilience, reflection, and an appreciation of diversity. They also gain skills of observation, analysis, and creative problem-solving, which prepare them to become knowledgeable, expressive, and confident contributors to their community.

The Christ Church CofE Offer

Art at Christ Church is taught through the CUSP Art and Design curriculum, which is ambitious, coherent, and evidence-led. It meets and exceeds the National Curriculum while remaining firmly rooted in our Christian ethos and SHINE values.

We believe that art enables children to understand their place in God's world and to recognise the responsibilities they hold towards others and the environment. Through the study of different media, artistic techniques, and cultural traditions, children explore the richness of human creativity and develop confidence, reflection, and a strong sense of expression.

Our art curriculum promotes cultural capital and supports children in understanding British values of democracy, the rule of law, individual liberty, and mutual respect. It also broadens horizons by introducing pupils to artists, craftspeople, and designers from across the globe, past and present, and encourages them to engage with diverse perspectives and interpretations of artistic practice.

Curriculum Design

Our curriculum is deliberately sequenced to ensure that children build cumulative knowledge and skills in art over time. From EYFS through Key Stage 2, children revisit and deepen their learning in meaningful ways, developing secure understanding of artistic techniques and the ability to make connections across media, artists, and cultural contexts.

Exploring art and creativity from around the world is an essential part of the curriculum, as they allow children to connect their learning to their heritage, the heritage of others and their local and global surroundings. By exploring artworks, craft, and design from across periods of time and different cultures, children gain a sense of identity and belonging, recognising how creative expression reflects and shapes society. This

makes art more meaningful and relevant, fostering pride, respect, and responsibility for their creative contributions.

In the Early Years, children begin to explore artistic ideas through play, storytelling, role-play, sensory experiences, and first-hand exploration of materials. This lays the foundation for future artistic enquiry. As children progress through school, they learn to think and work like artists: asking questions, experimenting with techniques, analysing effects, and forming evidence-based creative decisions.

Our approach is driven by our children developing their:

- **Cumulative knowledge** – children revisit and build on prior learning from EYFS through KS2, progressively developing artistic skills, techniques, and understanding of media.
- **Progression and connection** – Learning is sequenced so that skills and concepts are revisited and built upon, allowing children to make connections between different artistic disciplines, styles, and cultural contexts.
- **Substantive and disciplinary knowledge** – children learn both key artistic techniques and processes, as well as how artists think, explore, and develop ideas.
- **Vocabulary development** – Artistic vocabulary (Tier 2 and Tier 3) is taught explicitly, sequentially, and cumulatively, enabling pupils to describe, analyse, and evaluate their own work and that of others.
- **Inclusivity** – High expectations are set for all children, with adaptations for SEND and EAL to ensure access, engagement, and challenge in every aspect of art and design.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Structure and Planning

Art is taught through carefully sequenced units that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides opportunities for practice and application. Knowledge organisers, retrieval practice, and structured questioning ensure that learning is embedded securely in long-term memory.

Our art curriculum is consciously taught in half-termly blocks. Art is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge.

Educational visits and enrichment experiences further bring art and design to life, giving children the opportunity to engage directly with artworks, galleries, artists, and places of creative significance. This provides opportunities for artistic enquiry and inspiration beyond the classroom.

Special Educational Needs and Disabilities

At Christ Church, history is inclusive and accessible to all. Lessons are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, scaffolded tasks, structured questioning, and sensory-friendly approaches enable every child to participate fully.

Children with English as an additional language are supported through language scaffolds, ensuring that they can access the curriculum and develop the vocabulary needed to succeed. High expectations are maintained for all children, with appropriate levels of support and challenge.

Curriculum Impact

Through our art and design curriculum, children gain knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop creativity, curiosity, and a love of artistic expression, alongside the ability to think critically about their own work and the work of others. Over time, children become more confident, reflective, and independent in their artistic enquiry.

Assessment is ongoing and purposeful, with teachers using questioning, discussion, sketchbook work, and retrieval activities to check understanding. Summative assessments ensure progression across year groups, while pupil voice allows children to reflect on their learning and articulate what they have remembered and created.

Ultimately, the impact of our art and design curriculum is seen in the way children leave Christ Church: as imaginative, expressive, and responsible individuals who understand the importance of art in shaping culture and society and who are equipped to make a positive creative difference in the world.

Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.