

Art and Design in Shrewsbury Cathedral Catholic Primary School

A crib sheet for teachers and leaders (updated Jan 2025)

Curriculum

The art and design curriculum at Cathedral School ensures that each year group covers three art and three DT topics throughout the academic year ranging in skills and themes covered. These can be seen in more detail on the [server](#). Each year group will also cover a range of famous artists/designers including a diverse mix of BAME artists appropriately linked to the style or medium they are studying.

Where possible and appropriate, each art and design unit has cross-curricular links to science or understanding the world work in order to promote a creative and engaging curriculum.

Each unit has a front cover which includes the title of the topic, intent and a table of skills progression that should be used by teachers to plan and teach the lessons within that unit. It also included a list of key vocabulary that children will encounter during this unit. The children should have opportunities to look through the cover sheet to see what they will be achieving in this unit, consider how it links to previous learning and again at the end of the unit to reflect on how far they have come. Unit covers for all year groups can be seen in more detail on the server in the [unit covers](#) folder.

Pupils will have opportunities to experience extra-curricular trips/experiences throughout their time at Cathedral school as part of our art and design offer. These could include trips to theatres, museums, art galleries and also participate in workshops led by local artists/ designers either in or out of school. Children will also have opportunities to be involved in art and design based competitions throughout their time at school if they wish.

Books and marking

In Nursery and EYFS children have art folders that evidence their art and design work.

In KS1, work will be evidence electronically via pictures and saved on the server.

When children reach Year 3 until their time in Year 6, children will have a sketch book that again moves up with them. These sketch books should evidence planning, designing and evidence of final pieces/products so the whole process is evident.

At the beginning of each unit, the unit cover should be discussed with the children, so they know the unit, key artists/ designers being studied during the unit and key vocabulary to be discussed and shared. These are all saved on the server and for KS2 these will be evident in their sketch books at the start of each unit.

Learning objectives should be evident on all work stating the purpose of the session and highlighting the substantive and disciplinary knowledge being implemented in the session. There is an agreed format for these learning objectives evident on the server. Please also see an example below.

Date	19.12.24
LO:	Make products with purpose.
Teach	GT TA Ind PW GW HLTA
Disciplinary Knowledge	I can make products by working efficiently (such as by carefully selecting materials).
Substantive Knowledge	I can choose suitable techniques to construct products or to repair items.

Teacher marking should be evident in sketch books through the highlighting of the learning objectives in green. Teachers are expected to notice and address good skill technique and identify those who need further support. This can be done verbally and through written comments and or stickers/stamps. Misconceptions and further challenges are provided through verbal feedback.

Assessment

At the end of each unit, all children should be given the opportunity to look back over the objectives on the cover sheet and reflect on their learning.

At the end of a unit, children will complete a differentiated self or peer evaluation sheet. For KS1 this will involve colouring of faces but for KS2 will follow a more formal handwritten format. These assessment sheets should be edited by teachers to reflect on the skills and vocabulary used in that unit. Examples of the self-evaluation sheets for the different Key Stages can be seen below. They can also be found on the server in the [assessment](#) folder within Art and Design.

There may not always be evidence in books to support a learning objective as it may have been achieved through a discussion or through a field-trip. Where this is the case, the child should be able to articulate when and how they met that objective when discussing with a teacher or subject lead.

Art champion sketchbooks will be assessed at the end of each half term where unit covers will be highlighted to show what disciplinary and substantive knowledge have been covered during a unit.

Examples of end of unit self/ peer evaluation sheets:

KS1

Evaluation of your musical instrument	
	Name: _____
What do you think of your musical instrument?	
☐ ☐ ☐ ☐ ☐	
Does your instrument work how you expected?	
☐ ☐ ☐ ☐ ☐	
How easy was it to make? Would you make it again?	
☐ ☐ ☐ ☐ ☐	
Are you happy with how your instrument looks?	
☐ ☐ ☐ ☐ ☐	
Are you happy with how your instrument plays?	
☐ ☐ ☐ ☐ ☐	
Overall rating: ☐ ☐ ☐ ☐ ☐	

KS2

Which part of the project did you enjoy the most? <i>(please tick)</i>	Cutting Joining Planning Making
Which part of the project did you find most challenging and why? <i>(please tick)</i>	Cutting Joining Planning Making Because...
How would you rate the design/appearance of your Anderson shelter? <i>(How does it look?)</i>	☆☆☆☆☆
How would you rate the functionality of your Anderson shelter? <i>(Can the lego man go inside your shelter? Does it protect him?)</i>	☆☆☆☆☆
Overall, how happy are you with your Anderson shelter?	☆☆☆☆☆
Overall rating from a peer...	☆☆☆☆☆

Displays

The expectation is that art and design technology should be prevalent around the school on a range of displays. With the links to understanding the world and science work, the classroom working walls may reflect these cross curricular links by displaying pieces of art/design.

There is also a school art gallery in a central space. Teachers over the year should collect and add pieces to the gallery in order to reflect on the range of styles and themes covered throughout the year.

Resources and Support

Resources can be found in the EYFS classroom, KS1 central art space (located in the Year 1 classroom) or within the KS2 art cupboard (located outside the library area).

On the T-drive teachers can find LTP's, progression of skills and unit cover sheets to support with planning and teaching.

Examples of past work both sketch books and art folders can be found in the Staff library (meeting room). These will be added to at the end of every academic year to help build up a bank of resources.