



## **Art and Design Policy**

### **Rationale**

The purpose for Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It stimulates their creativity and imagination, and in a fundamental means of expressing themselves. At Elmsleigh Infant and Nursery School we encourage and embrace children's natural creativity so that they can become confident and enthusiastic artists.

### **National Curriculum and Early Years Foundation Stage**

The National Curriculum (2014) states that the purpose of studying Art and Design is as follows:

*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.*

The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

**Expressive Arts and Design** - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **Whole School Curriculum Intent**

At Elmsleigh Infant School our intention is for every single child to have the knowledge, skills and purposeful experiences to provide them with the foundations to build a brighter future. We believe that by creating a magical, nurturing, safe and supportive learning environment we can enable our children to be responsible and respectful citizens who are ready for the next stage in achieving their dreams as independent learners.

Elmsleigh is on a mission to change lives every day - to ignite learning through passion, motivation and commitment to ensure that children reach their potential.

Right from the start, we want every child to become confident communicators in order to grow in becoming successful in all areas of the curriculum. Everything we believe in is underpinned through our clear and consistent approach to teaching phonics across the school.

### **Intent**

At Elmsleigh Infant and Nursery School we believe in giving every child a well-balanced and enjoyable curriculum which aims to engage, inspire, and challenge. Art, craft and design embodies some of the highest forms of human

creativity and at Elmsleigh we strive to give pupils plenty of opportunities to search and develop their own ideas through a safe and encouraging environment.

### **Implement**

The teaching and learning of art at Elmsleigh Infant and Nursery School is based upon the EYFS Statutory Framework and the National Curriculum for Key Stage 1. To ensure that our teaching across school is progressive, there is a skills document in place, provided to all teaching staff (See APPENDIX 1). This enables teaching staff to adapt planning to cater for the individual needs of pupils – including our pupils with special educational needs or those who show a particular flair for an aspect of art. The progression of skills ensures that children are given the opportunity to revisit and review previous learning, whilst continuously building upon these existing skills to move their learning forward. We also allow children the time to build confidence to experiment with their own ideas, by providing them with inspiring topics and opportunities to explore the works of famous artists. Coverage within the progression of skills to be taught across school includes drawing, colour, print, pattern, painting, texture and form.

Art and Design is currently taught across school as part of a topic based curriculum. Teachers differentiate lessons to meet the needs of individual pupils and plan for children to work both independently and collaboratively, on large and small scales and in both 2D and 3D form. Formative assessment takes place throughout lessons and is used to inform next steps.

Each year group completes their own artist studies in order to develop their knowledge and understanding of how people and their creations have helped to shape history, and contribute to the culture, creativity and wealth of our nation. These artists have been mapped out across the whole school, taking into careful consideration the cultural capital at Elmsleigh Infant and Nursery School (See APPENDIX 2).

Art and Design is especially vital for children's wellbeing and provides them with opportunities for mindfulness, stress relief and for building their confidence. A lot of children naturally choose to engage in creative activities and at Elmsleigh, we believe it is our responsibility to nurture and cultivate this enjoyment through a rich and varied art and design curriculum.

### **Impact**

Within the Art and Design curriculum, we strive to instil an appreciation and enjoyment of the arts to enrich the children's learning experience. Our Art and Design curriculum is high quality and is planned to demonstrate progression. We measure the impact of our curriculum in the following ways –

- Pupil and teacher discussions about their work and learning
- Continual assessment of the children's work
- Children in the EYFS are formally assessed against birth to 5, within Expressive Art and Design termly. At the end of the EYFS, pupils are assessed against the ELG's.
- Teaching staff in KS1 assess children's ability within specific aspects of Art and Design termly.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.
- Children's artwork is stored in sketchbooks in Reception, Rainbow room and Key Stage 1.
- Discussions with pupils by the subject leader in order to hear the "child's voice"
- High quality displays in classrooms and around school.

### **Teaching and Learning**

Elmsleigh Infant and Nursery School uses a variety of teaching and learning styles in Art and Design lessons. These lessons will often have cross-curricular links with current themes and topics too.

Children have opportunities to work independently and collaborate with others on projects, including different scales and in 2D/3D. Children will have the opportunity to use a wide range of materials and equipment to enhance their work, including Information Technology resources.

In the Foundation Stage, we aim to provide a rich environment in which we encourage and value creativity. The requirements set out in the Statutory Framework for EYFS encourage practical exploration with a variety of materials, experimenting with colour, design, texture, form and function. Children take part in both teacher-led and independent Art and Design activities.

### ***Curriculum Planning***

Provision of Art and Design in school is guided by the National Curriculum 2014 requirements. Planning at each stage of the pupils' learning is carefully structured to ensure progression of skills, knowledge and understanding. Staff use an art skills progression grid to ensure planning enables pupils to make progress within artistic skills in different media. In Key Stage One the Art curriculum is covered by progressive units of work that have been adapted and developed collaboratively with teaching staff from each year group. Art and Design is taught once a term to ensure that objectives are taught in depth. In addition to the half termly units, all pupils also take part in whole school cross-curricular activities during the academic year. This may include religious/multi-cultural themed days, Christmas card designs for parents to buy, whole school competitions and homework projects.

### ***Health and Safety***

The children will be shown how to use all equipment appropriately during Art and Design lessons and equipment that has a higher than usual risk will be planned for appropriately and supervised. It is the duty of staff to take 'all reasonable care' for the health and safety of themselves and others who may be affected by their acts or omissions. More detailed information can be found in the schools Health and Safety Policy

### ***Inclusion***

We are committed to equality of opportunity in all aspects of school life at Elmsleigh Infant and Nursery School. Our aim is to offer all of our pupils an Art and Design curriculum that is relevant and differentiated so that all of our pupils can reach their full potential, express themselves in a safe and caring environment and develop their self-esteem.

### ***Able and Talented***

The curriculum is differentiated to provide appropriate challenging learning opportunities for the able and talented. This list is updated yearly, following on from conversations with parents, pupils and teachers.

### ***Monitoring***

The Art and Design policy is reviewed yearly by the Subject Leader. The subject is also monitored throughout the year by the subject leader who will:

- Look at data submitted via the class teacher
- Photographic evidence of work
- Samples of work
- Displays
- Looking in sketchbooks/ folders,
- Planning – short term, medium term and long term plans, to ensure that all objectives are covered sufficiently and in depth.

### **Resources**

We have a wide range of resources to support the teaching of Art and Design across the school. All of the classrooms have a basic supply of equipment, with more specialised equipment located in a central storage area. Large art and design resources are kept in the stock room, just off the hall. There is also a yellow cupboard in the hall with smaller resources in.

It is the responsibility of the subject leader to ensure these resources are kept up to date and in stock. It is also the responsibility of class teachers to request resources related to topics/units of work in good time. It is the responsibility of all staff members and children to take care of the Art and Design resources and storage areas.

### ***Subject Leader***

The role of the Art and Design Leader is:

- To ensure that a good quality Art and Design curriculum is in place, including conducting learning/environment walks.
- To develop the Art and Design policy throughout school.
- To monitor progress within Art and Design throughout school.
- To keep up to date with any developments in Art and Design education and disseminate this to staff appropriately.
- To offer support and advice to colleagues.
- To complete orders for equipment and resources needed.
- To raise the profile of Art and Design across the school.
- To make links with local skills, to share knowledge and ideas.

### **Staff Training**

Staff are encouraged to attend courses, review resources and update themselves on information and approaches to art in order to help improve and monitor the teaching of art. Staff professional development is offered as appropriate.

**Appendix 1**

**Art and Design progression of skills at Elmsleigh Infant and Nursery School.**

	Nursery	Reception	Year 1	Year 2
Drawing	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Use a range of small tool.</p> <p>Begin to show accuracy and care when drawing</p>	<p>Understand that different marks can be made using a range of tools.</p> <p>Produce recognisable drawings of images and objects.</p> <p>Understand the element of 'texture' simply, using different tools and media to show this in their work.</p>	<p>Explore a range of marks using different media with the focus on tone. Begin to observe closer and add detail when making drawings from images and objects.</p> <p>Understand how to represent texture by using a variety of different marks.</p> <p>Understand how to represent texture by using a variety of different marks.</p> <p>Explore and record objects and arrangements from different viewpoints.</p>
Painting	<p>Explore colour and colour mixing. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Use a range of small tools, including paintbrushes.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Develop understanding of mark making for thick and thin lines and a variety of brush strokes.</p> <p>Begin to understand primary and secondary colours.</p> <p>Discuss the work of different artists and use it as inspiration for their own work.</p>	<p>Explore ideas about shape, pattern and colour using different brush strokes and painting media, with control.</p> <p>Discuss the work of different artists and use it as inspiration for their own work.</p> <p>Discuss primary and secondary colours. Begin to understand complementary colours.</p>

Printing	<p>Explore colour and colour mixing. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, and functions.</p>	<p>Investigate and use printmaking materials, techniques and processes to communicate their ideas. Create relief prints using reclaimed materials.</p>	<p>Investigate and use printmaking materials and processes to communicate ideas in a variety of ways.</p>
Collage	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Choose the right resources to carry out their own plan.</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials experimenting with colour and texture.</p>	<p>Use natural materials to communicate ideas and meanings. Choose appropriate materials to show texture and colour.</p>	<p>Investigate and use collage materials and processes to communicate ideas about line, shape and colour.</p>
Making	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Choose the right resources to carry out their own plan.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Make models using a variety of reclaimed materials. Manipulate clay into different shapes and join two pieces of clay. Choose appropriate tools to create texture and pattern in clay.</p>	<p>Manipulate clay by rolling, pinching and pulling to shape clay, and learn how to join pieces. Choose appropriate tools to create texture and pattern in clay.</p>
Sketchbooks	<p>Not used in Nursery</p>	<p>Know that their sketchbook is only for them to use.</p>	<p>Understand that a sketchbook is owned by the pupil for experimentation and exploration.</p>	<p>Continue to build understanding that sketchbooks are places for experimentation and exploration. Understand that everyone's sketchbook is unique to them.</p>

Visual Literacy/ Articulation/ Purpose	Say what they like about a piece of artwork (artist, own work or peers).	Share their creations, explaining the process they have used.	Say what they think and feel about their own and others' work. Suggest ways of improving their own work. Understand that people have different responses in terms of our thoughts and the things we make. Understand all responses are valid.	Say what they think and feel about their own and others' work. Suggest ways of improving their own work. Understand that people have different responses in terms of our thoughts and the things we make. Understand all responses are valid. Understand artists take their inspiration from around them, collecting and transforming.
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**APPENDIX 2**

Artist Overview for Elmsleigh Infant School

	Complete over the year.		
Nursery	Paul Klee - block printing	Jackson Pollock - colour and large scale artwork	
	Autumn Term	Spring Term	Summer Term
Reception	Colour, Drawing + Collage	Printing + Painting	Sculpture
	Picasso	Matisse	Mairi Stone
	Reception will teach each Artist focus unit over the full term. KS1 to complete their units one half term in a term. The opposite term will focus on drawing skills.		
Year 1	Toys Through Time Drawing, Painting	Explorers of the World Printing, Collage, Making	Growing and Plants Drawing, Collage, 3D Sculpture
	Keith Haring - Pop Art	Patrick Caulfield Orla Kiely	Monet Paul Cezanne
Year 2	Wriggle and Crawl Drawing, 3D Sculpture	Explorers Drawing, Painting, Collage	Our Planet Painting, Printing
	David Rogers	Frida Kahlo Rachel Jones	Wassily Kandinsky Laura Ashley Yayoi Kusama