

Beddington Infants' School

Policy for Art and Design

“Children at Beddington Infants' School develop as reflective creative artists who become well rounded individuals with the confidence and ambition to communicate in many forms”.



Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve their personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

‘Tell me and I forget. Teach me and I remember. Involve me and I learn.’ Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves.

Our aims in teaching Art and Design are that all children will:

- 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, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

Early Years Foundation Stage

Children have open-ended opportunities to explore Art and Design during independent learning. Structured, exploratory play occurs daily. Children have the opportunity to work collaboratively and individually, responding to open-ended questions posed by adults. Verbal feedback is a valuable way to take the children's thinking and learning further.

Resources are available during continuous provision to enable our learners to explore a range of skills independently. The permanent areas that link to Art and Design are imaginative play, construction, malleable play, technology and creative play. These are permanent areas in both nursery and reception.

Art and Design is linked to the following areas of learning:

- Expressive arts and design
- Physical development.

Ongoing observations are made in these areas to record and assess the development of skills.

Observations are recorded in children's individual learning journeys.

Key Stage One

Art and Design and Design Technology are taught in alternate half terms, where children can develop their Art and Design skills and knowledge through adult focused group learning. The learning in Art and Design for each Year Group is topic based.

In addition to this, the children have access to and engage with planned independent learning opportunities weekly, enabling them to practise, apply and consolidate their Art and Design skills, individually, collaboratively and independently.

Following the National Curriculum guidelines children will:

- have the opportunity to explore a range of materials
- explore different art techniques: drawing, painting and sculpting
- share and evaluate their ideas
- explore and use their imagination to explore techniques in colour, pattern, texture, line, shape, form and space
- look at a range of diverse artists, craft makers and designers to inspire their own work and make comparisons.

The emphasis in our teaching of Art and Design is on:

- First hand interactive experiences.
- Discussions with targeted questions from different resources.
- Encouraging children to take control of their own learning.
- Using a variety of mediums and strategies to deliver knowledge.
- Ensuring children use this acquired knowledge in a variety of ways.
- Developing ideas and skills by making and evaluating.
- Sharing ideas and communicating with others.
- Planning artwork.
- Improving through self-evaluation, using the Thinking Hats.

Planning in Art and Design is a process in which all teaching staff are involved.

- Long term plans/Curriculum Map
- Medium term plans
- Knowledge Organisers
- Weekly plans

- Plans are checked regularly by the Senior Leadership Team.

Children's progress in Art and Design is recorded through:

- Ongoing assessments, with a termly summative assessment.
- Photos/Videos/Artwork.
- Regular feedback.
- Pupil Voice.

Reporting to families occurs formally and informally through:

- Curriculum letters informing families of coverage.
- Sending learning home to be shared termly.
- Sharing Learning Sessions each half term.
- Open Evenings (3 per year).
- End of Year Reports.

Resources used include:

- A range of appropriate resources, including a range of tools and materials.
- Teacher's resources and reference materials.
- Computers and appropriate software.
- Children's books relevant to the topic.
- Interactive displays.
- Visits from members of the community.
- Families.
- Thinking hats.

Pupils with additional needs:

When planning Art and Design activities, differentiation is considered so that all children can access the Art and Design curriculum.

A range of teaching strategies will be employed catering to the children's needs. For example a more practical approach or pictorial recordings may be used with children that find accessing the writing part of the Art and Design curriculum difficult (when evaluating).

Accelerated learners are given the opportunity to carry out further research into the area being taught. They will also be extended through different types of open questions that encourage the children to think more empathetically. Accelerated learners will be encouraged to work with increasing independence and taught the strategies with which to do so.

Diversity

We provide an inclusive Art and Design curriculum, which is appropriate and accessible to the needs and abilities of all pupils in accordance with the School's Equal Opportunity Policy. We use the pupils' personal experiences when learning about a range of cultures and traditions. We are committed to providing an unbiased curriculum.

Impact

At the end of EYFS children should have achieved the following ELGs:

Expressive Arts and Design (creating with materials)

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

- Make use of props and materials when role playing characters in narratives and stories

Physical Development (fine motor skills)

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- Using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

By the End of Key Stage 1 children should achieve the following:

- 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.

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