

Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

Document Code:	E2
Document Name:	Art Policy
Document Grade:	Recommended
Date reviewed:	February 2024
Document Leader:	Subject Leader

E2 Art Policy

Date policy was agreed	March 2024
Policy review date	March 2027
Signed	Ann Robinson – Executive Head

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 children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children 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.

Aims of Art

The national curriculum for art and design aims to ensure that all children:

- 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.

Curriculum Intent

At Buttsbury Infant School the **intent** of our Art and Design curriculum is to build on previous learning and provide both support and challenge for learners. Through our topics we ensure that the progression of skills covers all aspects of the Art & Design curriculum and children's development in creativity, independence, judgement and self-reflection. They will in turn be able to talk confidently about their work when sharing their work with others.

Curriculum Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Art and Design include:

- Looking at and responding to an artist's work
- Recording ideas and thoughts about art in a sketch book
- Emulating an artist's work
- Development of the principle skills of drawing, painting and sculpture creation as well other art, design and craft techniques
- Collaborative learning
- Exploring ideas and using evaluative thinking
- Introduction of artistic vocabulary
- Celebration of work and gallery sessions

Curriculum Impact

As a result of our Art and Design curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at school. Children develop a love of Art and are empowered to explore a range of different art forms developing their cultural capital for life. Our curriculum results in pupils who develop critical thinking skills, who appreciate other's responses to the world and are unafraid to express themselves creatively. Children are confident to experiment, invent and create their own works of art, craft and design. Children learn how art and design both reflect and shape our history, and contribute to the culture, wealth and creativity of our nation.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their art and design skills within the Early Learning Goals for expressive Arts and Design. Within expressive Art and Design, resources are split into 3 areas based on the educational programmes:

- **Imagination and creativity** whereby a child's imagination and creativity are enriched through their awareness of art and other children around them. Activities may include drawing, designing and using junk modelling.
- **Self-expression** through being creative and playing with materials. This encourages and supports children's imagination and thinking process development. Children are provided with a range of different materials (drawing, painting and sculpture) and are given time to explore, create and make.

Children may have:

- different mark-makers
- a range of paints and brushes
- different textures, sizes, colours and shapes of paper and card
- clay or other modelling materials
- found collage materials
- found materials such as boxes, tubes and lid

Communicating through arts children are encouraged to replicate artwork through mark making, designing, repeating patterns.

Art in relation to the National Curriculum

The curriculum is organised to ensure that children's experience of Art is developed through activities that bring together requirements from the Key Stage 1 programme of study (drawing, painting and sculpture).

Children are taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- appreciate 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.

Planning of Art

Art planning is based on the National Curriculum and encompasses a bespoke scheme of work based loosely around the Cornerstones scheme of work which is a knowledge and skills rich scheme.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their art and design capability in their study of art – particularly with regard to drawing. Wherever possible, links are made to other subject areas,

Links with literacy:

Examples of Art activities and tasks which support the development of *Literacy*:

- Studying illustrations
- Drawing pictures and writing captions
- Replicating an image by drawing their favourite part of a story.
- Reading about famous artists.

Links with maths:

Examples of Art activities and tasks which support the development of *Maths*:

- Looking at shapes, symmetry, proportion and measurement.

Inclusion:

- There will be opportunities in Art for all children to practise skills and extend artistic talents.
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities.

- There will be equal access to materials
- Participation in a wide variety of Art activities will be encouraged.

Assessment and Recording

Art is subjective and experimental, however, recording children's artistic achievements and progress can be accomplished in a variety of ways:

- Visual recordings - photographs, art work or iPads
- Sketch books
- and the spoken/written language

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum

Role of the Art Subject Leader

The Art subject leader will:

- Monitor policy and teaching and learning in music
- Provide assistance to all staff when requested, in order to implement the Art policy consistently throughout the school
- Organise resources to support the school Art policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues