

FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



Art Curriculum Policy



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1. Introduction

'We do not want art for a few, no more than we want education for a few or freedom for a few.'
William Morris

At Forefield Nursery and Infant School, Art and Design is an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend their skills and an opportunity to express their individual interests, thoughts and ideas.

2. Intent

At Forefield Community Infant and Nursery School we value the importance of the arts provision to nurture the whole child. We believe it allows each individual to use their imagination to inspire their creativity, take risks and extend their cultural understanding. This will promote enjoyable, memorable learning experiences and develop an individual's spiritual, moral, social and cultural understanding of the world in which they live.

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.

"Our aim is to ensure that children are confident approaching artwork, feel a strong sense of achievement, value the impact of art within our own lives and are able to reach their full potential."

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

- 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.

3. Implementation

The teaching and implementation of the Art and Design Curriculum at Forefield Community Infant and Nursery School is based on the National Curriculum and ensures a well-structured approach to this creative subject.

During Art lessons the areas covered include observational drawing, painting, print, 3D and textiles, focus is made on the work of artists including Vincent Van Gogh, David Hockney, Piet Mondrian, Gustav Klimt Miro and Kandinsky. More detail can be found in our long-term plan.

The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with a whole school arts week in the summer term where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Aims

- Stimulate creativity and imagination to enable children to express their ideas, thoughts and feelings through practical experience in a variety of 2 and 3-dimensional media.
- explore the local heritage in the area in which we live to provide a diverse environment for our pupils to learn from. Also, to support children in understanding and appreciating art from a variety of cultures, styles and periods of time.
- promote children's enjoyment of Art through a broad and balanced curriculum which builds on previous work and achievements.
- enable children to develop non-verbal means of organising ideas and expressing thoughts and feelings and record, communicate and express these ideas in different ways.
- encourage the development of visual perception and visual literacy.
- extend and broaden the individual's knowledge about the arts by exploring a wide range of artists, sculptors and designers.
- provide the children with opportunities to meet and work with artists on school trips, visitors to school and take part in local art initiatives, for example LCEP, CAPITAL, Curious minds.
- develop an individual's spiritual, moral, social and cultural development through thought-provoking activities and time for self-reflection.

Skills and Attitudes

Pupils will be taught to develop a wide range of skills and knowledge which will include:

- exploring visual, tactile and sensory qualities of materials and processes.
- developing observational skills with an attention to detail.
- using a wide variety of media in appropriate ways and use a given media in a variety of ways to develop a theme.
- evaluating a piece of work and be able to go on and modify/change it. Reflection on how to develop their skills further.

- developing the skills of appreciation of other people's work.
- designing and making a variety of images and artefacts.
- using ICT and photography as a skill of recording and expressing ideas.

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- explore the textures, movement, feel and look of different media and materials
- respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- use different media and materials to express their own ideas
- explore colour and use for a particular purpose
- develop skills to use simple tools and techniques competently and appropriately
- select appropriate media and techniques and adapt their work where necessary

Key Stage 1

Pupils are taught:

- 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

Teaching and Learning methods

The following list contains suggestions for teachers to use in each area of the Investigating and Making Attainment Target (AT1)

Painting

- Explore finger painting
- Different sizes of brush
- Twigs/sponge/scrunched paper
- Combs
- Powder paint
- Ready mix
- Colour mixing
- Oil/acrylic and palette knives

Drawing

- Mark making with a variety of implements.
- Exploring line with:
 - Brush,
 - Pencils,
 - Crayons etc.

- Wax crayons
- Oil pastels
- Pencils
- Felt tips
- Observational and imaginary drawings
- Indian ink

Printmaking

- Hand/finger prints
- Potato/vegetable/fruit prints
- Found object prints/recycled materials
- Rubbings
- Rollers
- Mono-prints
- Stencil prints
- Relief blocks (string blocks)
- Clay blocks
- Overlay printing
- Press print

Textiles / Collage

- Collage with paper
- Collage with materials
- Texture rubbings
- Weaving
- Stitching
- Knotting
- Tie and dye/ dip dye
- Wood wrapping and frames

3D

- Junk construction (boxes, containers etc)
- Environmental sculpture (found objects and natural objects)
- Pottery/vessels
- Clay dishes (thumb pots, coil pots)
- Balloons and sticky tape (heads)
- Twig sculpture
- Clay tiles/sculpture/slabs (textured and drawn)
- Pebbles Modroc/plaster of paris

Information and Communication Technology (ICT)

- Using apps and computing programmes as a tool for art and design
- Digital photography
- Videos
- Digital drawings, paintings, design combining text, sound and images to express ideas

Content, Organisation and Planning

Weekly curriculum time is allocated in Key Stage 1 of 1 session per week. This may be blocked into longer periods of time, for example to allow for Arts Week or a project.

The use of long, medium- and short-term planning will facilitate the organisation of a broad, balanced, coherent and differentiated curriculum.

Long term plans - All teaching staff

Medium term plans - Key Stage teachers and subject leader

Short term plans – Individual class teachers

Health and Safety

In order for children to remain safe when using the variety of tools needed in Art, children need to develop a knowledge and understanding of safety procedures and rules. This will include considering risks and hazards and the following of simple instructions to control risk to themselves and others. The children are shown how to use tools and other pieces of equipment safely. This policy will be evaluated as part of the school's policy review process.

Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Drawing, Painting, Print-making, Collage, Textiles and 3D.

In Art activities teachers explore the opportunity to focus on linking art to topics and other areas of the curriculum, especially linking to the spiritual, moral, social and cultural well-being of the individual.

Through a progression of activities, we will build on, and develop, children's artistic skills and achievements

Display and Presentation of Art and Design

At Forefield Community Infant and Nursery School, we believe our displays should be visually stimulating and increase the children's visual literacy and awareness. It is important to us that each child has some of their achievements celebrated publicly. Displays should be changed regularly, be labelled with the children's name to explain the children's work and cause the children to interact with the work using questioning. The children should be taught the importance of the presentation and celebration of their work.

Managing Resources

Resources for Art are stored throughout the school in the classroom stock cupboards. Resources for specific projects are ordered at time of planning by Year group leads.

SENDCo and regularly discusses with the Headteacher the progress with implementing the policy in the school. Issues arising from monitoring and review, as well as local and National trends, are used to inform future targets in the S.I.P. for Art where necessary.

4. Impact

The impact of our high-quality Art and Design Curriculum at Forefield Community Infant & Nursery School will be to develop children who are

- Creative and imaginative and are able to express their ideas, thoughts and feelings through a wide range of media in a variety of 2 and 3-dimensional media
- Confident to create using a wide range of different materials and processes. E.g. exploring visual, tactile and sensory qualities and explore colour, shape, space, pattern and texture and use these to represent their ideas and feelings
- Understand and appreciate art from a variety of cultures, styles and periods of time and appreciate other people's work
- Show an enjoyment of Art and show a desire to try new techniques and build on prior learning

- Develop non-verbal means of organising ideas and expressing thoughts and feelings and record, communicate and express these ideas in different ways.
- Show a development of visual perception and visual literacy.
- Know about the arts by being able to talk about some artists, sculptors and designers.
- Develop an individual's spiritual, moral, social and cultural development
- Good observational skills
- Use ICT and photography to record and express ideas.

5. Assessment

Assessment at the end of each unit provides broad descriptions of achievement which relate to expected progression of investigating and making art skills at the end of each year group this should be used together with assessment of an individual child's knowledge and understanding and ability to evaluate and make improvements to their work.

Teachers should assess using the knowledge outcomes outlined in our data system making sure that assessment:

- Allows for different learning styles and ensures that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Provides clear feedback to pupils to aid further learning

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

Final end of year assessments are made using assessment criteria that has been developed in line with the national curriculum on our Forefield data system, thus identifying the level in which the child is working.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly against our EYFS checkpoints. Age related expectation levels are reported to parents at the end of the reception year.

6. Reasonable Adjustments

In all classes there are children of differing abilities. At Forefield Infant and Nursery School we recognise this fact and provide suitable learning opportunities for all children. Within the Art Curriculum common tasks will be set that are open ended and can have a variety of results. Teachers will also make reasonable adjustments through adaptive teaching, including; flexible grouping, level of support, equipment available (including technology), questioning and scaffolding. Class teachers can seek advice from the Art Subject Leader and/or SENDCO to ensure reasonable adjustments are made for all children.

7. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our Art curriculum. By its very nature, the scientific exploration of the natural and man-made world evokes moments of awe and wonder as children extend their experience, and develop their understanding, of the amazing world of which they are part. Opportunities for children to work collaboratively on art work supports children's on-going social development. Researching artists from

different backgrounds, cultures and periods encourages the children to begin to appreciate the diversity within the field of science.

SMSC in Art lessons

During Art lessons children will:

- have opportunities to be curious about the world in which they live through exploring artists from around the world
- Develop their sense of personal enjoyment of art.
- Learn about artists from the past, present and what future possibilities art may offer.
- Researching a broad range of artists from the past and present allows children to develop an understanding of the diversity of those who work within the field of science.
- Have opportunities to reflect on the influence of artists - locally, nationally and globally, developing their understanding of how artists have shaped and impacted the world they live in today and may live in in the future.
- Work collaboratively to investigate and learn from the thoughts and ideas of others

8. Role of the Subject Lead

The role of the Art Subject Leader is to:

- Support colleagues in teaching the subject content and developing the detail within each unit;
- Renew, update and complement resources needed to deliver the curriculum, within budget constraints.
- Audit current practices;
- Develop assessment and record keeping thus ensuring progression and continuity;
- Keep abreast of developments in art education and partake in CPD.

Monitoring and Review

Art is reviewed through lesson observations, work scrutiny, discussions with pupils and monitoring of plans during half term reviews. Pupil views about the arts provision are developed through discussion, such as school council meetings and pupil perception surveys. The Art Subject Leader works co-operatively with the

9. Equality Statement

At Forefield, we value every child. Every member of the school community should feel safe, secure, valued and of equal worth. In our school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination. We seek to provide a rich and relevant curriculum for all pupils. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society. Our Art curriculum seeks to challenge stereotypes based on gender, race or ability and provides equal access and educational outcomes for all pupils.

All pupils have equal access to Art to further their learning.

The Art Subject Leader is able to advise teachers on the support that can be provided to individual pupils with particular educational needs.

Open-ended activities are an effective way of challenging more able children.

Successful teaching and learning will depend on the effectiveness of differentiation as well as the extent to which:

- Learning is broken down into manageable steps;
- Assessment procedures are used to identify learning difficulties;
- Children are given opportunities to become independent learners;
- Children are aware of their own success and progress;
- Children are able to evaluate their work to identify areas for improvement.

N.Byrne

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