Hasland Infant and Nursery School

Art and Design Policy

National Curriculum

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.

Aims

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.

Intent

At Hasland Infant School, we teach our children how to appreciate art as well as develop the skills and knowledge which enable them to use art to explore and express their own ideas. We enable all of our children feel like they belong as Artists as we encourage them to look at art and design as an area for creativity and individual expression where they are able to recognise their own talents and abilities and feel pride in their finished work. We offer a rich environment to encourage the value of art and the importance of being creative. Our high quality art and design curriculum ensures all children achieve as it engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Through teaching an effective art and design curriculum we enable all of our children to thrive. We aim to improve children's ability and confidence to control materials, tools and techniques. We aim to develop their independence, confidence, character, resilience and perseverance in order to improve, analyse and evaluate their own work and the work of others. As our children progress through Nursery to Year 2 they should be able to think critically and develop a clear understanding of art and design. Our teaching provides an understanding of all of the areas of art and design, which enables our children to achieve the best possible outcomes. This includes drawing, colouring, texture, 3D form, printing, pattern and historical significance including studying the work of different artists, craft makers and designers whilst allowing the children exposure to different media in order to develop new skills. We want our children to know how art and design reflect and shape our history, culture and creativity.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. In order for all of the children in our school to feel a sense of belonging, the school uses a variety of teaching and learning styles in art and design lessons. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the EYFS/key stage. Our art and design subject leader works this out in conjunction with teaching colleagues in each year group. Our medium-term plans give details of each topic for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, our progression in skills and knowledge make sure our planning builds upon their prior learning and revisit and deepen their existing skills and knowledge in order for them to achieve the best outcomes. We also build planed progression into our scheme of work so that there is an increasing challenge for the children as they move up through the school, providing them with opportunities to take risks, develop their confidence and demonstrate independence. The detailed planning is prepared by the subject leader and is made available to all staff.

Nursery:

In Nursery pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes through a wide range of topic related tasks. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions in a very child led way.

Reception:

We encourage a wide range of practical, creative work in the Reception, as this is part of the Early Years Foundation Stage Framework. We relate the children's creative development to the objectives set out in the Early Learning Goals which also relate to their current topic and encourage opportunities for them all to feel valued. The range of experiences we offer encourages children to make connections between one area of learning and another, as well as seeing themselves being represented and so extends and builds upon their understanding and prior knowledge. We provide a rich environment in which we encourage and value creativity, encouraging lots of experimentation, discussion and questioning. Our children are exposed to a wide range of styles, techniques, tools and materials in which they can use and explore in different ways for different purposes. Children engage in a wide range of adult led and child led activities, and their responses involve the various senses. We give them the opportunity to work independently and alongside others, again in a very explorative, creative way, giving them a real sense of belonging.

Key Stage one

Art and design is a foundation subject in the National Curriculum. At Hasland Infant School we follow The National Curriculum and use a creative approach towards our curriculum planning in art and design, linking the National Curriculum objectives to our class projects and our current topic, whilst ensuring progression of skills and knowledge through the school.

Art is taught in Key Stage One in a similar way to Reception. It is still very explorative, enabling children to be creative in their own way, with guidance and modelling to lay foundations for successful finished pieces. Like in Reception, they are exposed to a wide range of artistic styles, techniques, tools and materials in which the children are encouraged to use and explore in different ways, highlighting their own styles. We encourage trial and error and lots of discussion about what they have achieved. The children's opinions about their own work, that of their peers and that of other artists is vital in being able to really understand and appreciate art in all it's different forms and the relevance it has in everyday life. This enables the children to develop more confidence and independence and therefore, enables them to thrive in this area.

SEND and Inclusion

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed 'SEND in My Subject' documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

Links with the local community.

We enable all pupils to have access to the full range of activities while studying art and design. As a community school, we are alert to opportunities to develop links within the locality. We take part in local competitions such as Chesterfield in Bloom and we are proud to exhibit art work in our school and in the local community, providing multiple opportunities for our children to feel a strong sense of belonging. We seek to encourage people with special talents to work within the school encouraging an appreciation of

other artists, crafts people and designers. We have a 'Hasland' Mural displayed in our school which was a collaborative piece of work created by students in our school and a local artist. We want children to look deeper at the meaning and impact art can have on our culture and lives and understand how these skills can be used in the 'real world'.

The role of the subject leader.

The monitoring of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves working closely with staff, offering guidance, support, leadership and arranging in-service training if needed. Informing staff about current developments and changes in the subject, and providing a strategic lead and direction for the subject in the school is essential as well as ensuring the national curriculum is implemented effectively. The subject leader will monitor their subject frequently, providing whole staff or individual feedback when necessary. The art and design subject leader is also responsible for keeping and reviewing art subject plans from Nursery to Year 2. Finally the subject leader reviews data and evaluates the action plan, budget and the topic planning termly.

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources which include... pencils, paints, crayons, chalks, pencil crayons, pens, brushes, pastels and adhesives but we keep the more specialised equipment in a store room such as inks, dyes, clay and a wide range of materials such as card, papers and textiles. This room is accessible to children only under adult supervision and is checked regularly by the subject leader.

Impact

We assess the children's work in art and design whilst observing them during lessons. We encourage every child to achieve and to do this, we provide new knowledge and skills alongside new and existing knowledge and skills. We will see lots of opportunities for the children to explore and be creative in a way which meets the learning objective and which suits their style and needs. We encourages them to develop their confidence and independence and their risk taking skills. There will be lots of discussion about their work, their peers work and that of other artists. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their own work, and what their targets should be for the future. We also use art lessons as an opportunity to question them and assess their critical thinking. All of this information helps plan for future work and activities for the children. This method of assessment also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Art has a very high profile in Hasland Infant School. Every class teacher is responsible, with the support of the subject leader for displaying high quality art work in classrooms, school corridors and in the school hall on the designated exhibition boards. This showcases the quality of our teaching and learning and is available for staff and visitors to see and appreciate. This is something Hasland Infant School is very proud of and enables the children to see the relevance art has in their everyday lives.