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## Art and Design Policy

*"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."*

National Curriculum 2014

### Intent

Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

### Aims

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

- Produce creative work, explore their ideas and record 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 form.

### Teaching Objectives

#### Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art



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Early Years children need regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. All children need artistic and cultural awareness to support their imagination and creativity. 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.

Art		
Three and four year olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>



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## National Curriculum subject content

### Key Stage 1

Pupils should be 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, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

### Implementation

Skills in the Foundation Stage are planned through the objectives within the EYFS.

Teachers from the Foundation Stage to Year 2 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year. Teachers will plan before the start of each new theme, and at this point highlight the skills to be covered. Teachers in each year group will meet on a weekly basis to plan lessons connected to each particular unit. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within a year group, the most important aspect to consider is the skills that need to be covered.

### Impact

As with all areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out, and levels of achievement of the work.

Photographs are a useful tool to keep, as a reminder of pupil's achievement.

Formative assessment is used to guide the process of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learnt and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities. Teachers work closely with each other to moderate children's art work and children's knowledge skills and understanding are then tracked using the school's assessment grids. Children's progress in Art and Design is reported to parents through the pupil annual report and consultation meetings throughout the year.



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### Speaking and Listening

Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

### Monitoring

The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SLT.

### Inclusion

At Abbey Infant School we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

### Mission Statement

Working together as a whole school community we aim for all pupils, parents and staff to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

We strive to provide a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

We set high expectations and expect every child to succeed. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

### Equal Opportunity

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, religion, language or gender.

### Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knives. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.



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### Parental Involvement

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. Asking parents to come and share their skills and experiences. As well as joining in with the celebration of their children's achievement and success.