

Art and Design Policy – 2024/2025

St. Michael's Nursery and Infant School



Subject Lead – Miss. Nicola Birch

Introduction

At St. Michael's Nursery and Infant School, we aim to promote a love of art and creativity, giving our children the opportunities to explore and develop their skills through our carefully planned art curriculum. During the three to four years our children are with us, they will have the opportunity to engage in a variety of art forms including; drawing, painting, collage/textiles, sculpture and printing. In addition to this, we want our children to be able to take their inspiration from great artists to generate their own ideas and creativity.

Intent

The National Curriculum states that, '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.' We aim to achieve this by fostering and encouraging our children's natural creativity, so that they can become confident and enthusiastic artists.

Our Art and Design curriculum is designed to stimulate creativity and imagination while children develop their skills and explore different media, techniques and learn about different artists.

Implementation

Our Art curriculum has been carefully planned in accordance with the Early Years Framework and The National Curriculum to follow a two-year rolling programme, where children develop their skills and expertise over time.

The learning opportunities, technical vocabulary and skills progression for each year group will ensure progression and repetition in terms of embedding key learning, knowledge and skills.

We aim to achieve this by:

- Learning about a range of artists and their media/techniques such as; Henri Matisse - collage, Roy Lichtenstein – printing, Aardman Animations – sculpture.
- Providing opportunities for all children to practise skills and techniques in continuous provision.
- Linking Art to other curriculum areas. E.g. looking at Vincent Van Gough – Sunflowers while exploring watercolours during our ‘Living Things’ topic.
- Encouraging the children to talk about both their own works and that of artists and say what they like and why.
- Learning about different techniques, for example, shading, hatching, stippling and blending and using these to add detail to their artwork.
- Exploring different materials, including malleable materials like clay and a range of tools to add texture.
- Developing art vocabulary through use of common words and phrases relating to pieces of art.

Impact

Children at St. Michael’s Infant School will become confident and enthusiastic artists who are equipped with a wide range of skills which will allow them to experiment and explore successfully when completing their own works of art. Through our broad and balanced two-year curriculum, our children are given the opportunities to build and develop their skills while enjoying the self-expression that they experience in Art & Design.

We firmly believe that all children are artists and aim to instil a love and appreciation of the Arts that will last a lifetime.

Our Curriculum

Early Years

In the EYFS we provide a rich environment in which we encourage and value creativity. The requirements set out in the Statutory Framework for EYFS encourage practical exploration with a variety of materials, experimenting with colour, design, texture, form and function. Techniques and skills are modelled to children through our use of continuous provision and adult led activities.

Key Stage One

Our Art and Design curriculum has been carefully planned as a two-year programme of work to ensure coverage and progression throughout KS1.

This has been planned in accordance with the National Curriculum and gives our children the opportunity to:

- Learn about a range of artists
- Explore techniques
- Develop skills over time
- Become confident in using different media

Art and Design is taught through six topics each year, with projects giving pupils opportunities to develop their artistic skills and imaginations. Children are given the opportunity to be creative and use the skills that they have learned during the use of continuous provision areas as well as in art lessons.

Assessment, Reporting and Recording

A grade for attainment and effort is given for Art & Design in each child's annual report and an assessment of attainment is made at the end of Key Stage 1.

In the Early Years Foundation Stage children are assessed as having met or not met the Early Learning Goal.

We recognise that art is subjective, and therefore, assessment in Art is on-going and formative with a variety of strategies used such as observation, discussion and questioning.

We assess whether pupils can use a range of different techniques to produce work, rather than the final outcome.

Each child in KS1 keeps a sketchbook as a record of their work. This is particularly useful to view progression across year groups. The subject leader collects a sample of work after each unit to evidence coverage and progression across the school.

Health and Safety

The children will be shown how to use all equipment appropriately during Art and Design lessons and equipment that has a higher than usual risk will be planned for appropriately and supervised.

It is the duty of staff to take 'all reasonable care' for the health and safety of themselves and others who may be affected by their acts or omissions.

More detailed information can be found in the schools Health and Safety Policy.

Inclusion

We are committed to equality of opportunity in all aspects of school life. Our aim is to offer all our pupils an Arts curriculum that is relevant and differentiated so that all our pupils may reach their full potential and grow in self-esteem.

S.E.N.D

Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. The practical nature of Art lessons create an opportunity for Art to be inclusive to our pupils.

Monitoring

The Art and Design Policy is reviewed in accordance with the rolling programme of policy review. The subject is also informally monitored annually by the subject leader who collects: class tracking grids and photographic evidence of work.

Resources

We have well-stocked art areas and supplies which are checked and replenished as needed. Natural resources such as pine cones and shells are also collected and used for transient art.

Role of the Art and Design Leader

- To develop the Art and Design policy throughout the school
- To monitor progress in the Art and Design across the school
- To keep up to date with development in Art and Design education
- To offer support and advice to colleagues
- To complete orders for equipment and resources needed

Staff Training

Staff members are encouraged to attend courses, review resources, and update themselves on information and approaches in Art in order to help improve and monitor the teaching of art. Staff professional development is offered as appropriate.

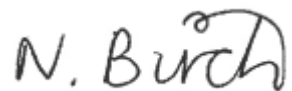
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Children at our school will continue to receive high quality Art and Design lessons including children who may be learning from home. In the instance of home learning, activities will be uploaded onto Class Dojo portfolios for parents and children to access.

Reviewed by: Nicola Birch

Date: 12th September 2024

Next Review Date: September 2025

A handwritten signature in black ink that reads "N. Birch". The signature is written in a cursive, slightly stylized font.