

# **Booker Avenue Infant School**



**'Working together, learning together'**

## **Art and Design Policy**

Art and Design is the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in Art and Design activities allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions.

The Art and Design policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

### **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
- Have active involvement in art, craft and design
- 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
- Become visually literate and able to identify and apply the key elements of Art and Design
- Evaluate and analyse creative works using the language of art, craft and design
- Know about artists, craft makers and designers and understand the historical and cultural development of their art forms

### **Teaching and Learning: EYFS**

The Foundation Stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Physical Development, and Expressive Arts and Design strands of the statutory EYFS Framework, which underpin the curriculum planning for children aged birth to five. Art and Design in the early years is very much cross curricular and contributes to all areas of the EYFS Framework. We use Kapow to structure our medium term plans, and to ensure complete coverage of all knowledge and skills. The very nature of the planned provision in EYFS is to provide a varied range of experiences that are both imaginative and enjoyable.

Physical Development:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.

- Begin to show accuracy and care when drawing.

### Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Art and design makes a significant contribution to these objectives in the EYFS profile by developing a child's creative development through activities such as drawing, painting, collage, printing and model making. Continuous provision includes access to painting easels, craft areas, junk modelling and 'play-doh' kitchens. Children express their own responses, feelings and ideas using visual, tactile and verbal means. From an early age they are encouraged to give opinions on their own and others work and to talk about what they could do next to enhance their own work or the work of others.

### **Teaching and Learning: Key Stage One**

At the heart of KS1 Art and Design Curriculum is expression. Well taught art lessons in KS1 will help children become more confident sharing their unique ideas. Children will have fun learning about artists through history, they will understand that Art is beneficial for social and cultural reasons.

The children will learn to express themselves in meaningful, creative ways.

The children 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, 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.

The children will learn to:

- safely use and explore a variety of media and materials
- use their imaginations to discover their inner creative flair

### **Planning and Resources**

All children at Booker Avenue have access to a wide range of high quality Art and Design resources and are encouraged to explore and experiment with these in different units of study. Pupils each have their own Art Book as a creative journey. The Art Book is an

essential and personal record of the child's development, as they progress through a variety of skills and techniques.

Pupils also have access to iPads with software which can be used for artist studies, digital drawing and photography. The Art and Design lead regularly audits the art stock and orders as and when needed, ensuring all resources are available for each lesson.

In EYFS, medium term plans have been produced with the support of Kapow to reflect the content of the EYFS framework. The children work towards the Early Learning Goals. Long term planning links to the high quality literacy texts. Planning is supported by the 'Kapow' scheme which is introduced formally in Key Stage One, where the Art and Design lead is responsible for devising the medium term plans. This scheme follows a sequence of lessons that embed and revisit previous knowledge and introduces new themes and objectives. Units of work have been carefully chosen to link to the high quality Literacy texts whilst also ensuring progression of skills is coherent and purposeful.

Planning is reviewed on a half term basis, this means our curriculum is constantly evolving so as to achieve the highest possible outcomes.

### **Equal Opportunities**

Art and Design is a key part in our school curriculum policy, providing a rich and immersive education for all our children. Our teachers deliver appropriate learning opportunities which meet the needs of all our pupils. We believe art is a means of communication, not bound by written and spoken language, and enables all pupils to develop a capacity for self-expression.

All pupils will have an equal opportunity to reach their full potential across the art curriculum regardless of gender, race, cultural background or additional needs.

### **Assessment and Record Keeping**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. EYFS pupils are assessed against ELG and pupils in Key Stage One against the National Curriculum objectives. Annual reports for parents will include a statement on Art and Design based on the extent to which a pupil has achieved against National Curriculum attainment levels and Expressive arts and design, Early Learning Goals. The Tapestry program is used to track progress made in each of the strands, every term. It is the role of the subject lead to monitor progress and make reasonable adjustments to the curriculum to ensure every child meets their full potential.

### **Parental Involvement**

Throughout the year, the children can take part in Art and Design competitions, design t-shirt competitions, school meal competitions which are completed at home.

Once every half term every child gets to make a wonderful creation using junk modelling. Parents provide the 'junk' anything recyclable that can be used for the fabulous creations!

Through our school website parents are able to see children's Art and Design work.

### **Health and Safety**

- At all times, children will be taught how to handle and care for equipment and media safely and with respect;
- They will also be taught to use items of protective clothing when necessary;
- The children will be encouraged to develop safe and tidy work practices;
- Electrical equipment will be inspected regularly.

**Date of policy:** July 2025 **Date of next review:** July 2026