



## Art and Design Policy

### At Thorpe Acre Infant School we believe that...

- Every child is an Artist and Designer.
- Art and Design is a powerful, unique form of expression which ignites children's imagination and creativity. It stimulates both visual and tangible responses to feelings, ideas and personal experiences.
- Children's natural creativity should be encouraged and supported. We recognise that this is subjective to each and every pupil and therefore, we strive to celebrate whatever form this may take.

### Intent

*In accordance with The National Curriculum and Development Matters Guidance, at Thorpe Acre Infant School, we intend to:*

- Provide a high-quality Art and Design curriculum which engages, inspires and challenges all pupils.
- Increase the children's awareness of artistic styles from a variety of cultures and different periods in time by exposing them to a diverse range of creative works.
- Provide experience of The Arts within both specific curriculum areas, and cross-curricular experiences including; Art and Design, P.E (dance), Music, Literacy (drama), and Computing.
- Give pupils the skills, knowledge, and freedom to experiment, invent and make their own pieces of art, craft and design.
- Develop children's evaluation skills by observing and analysing the creative works of famous artists. As children become more confident with using the vocabulary required for critical evaluation, they will be supported to apply this in a constructive way towards their own and their peers' pieces of Art, craft and design.
- Give pupils the skills to use specific tools and equipment safely and independently.
- Promote and develop positive attitudes towards The Arts.



## **Implementation**

### **Early Years Foundation Stage (EYFS)**

A key principle of EYFS practice is to ensure that the children are free to make choices based on their own interests. Therefore, children are provided with a variety of art, design and craft resources which they are able to access independently at regular times in the day as part of the continuous provision. Whilst the adults in EYFS will often provide a 'hook' to entice and ignite their creativity, the children have complete freedom regarding the process, the materials used and the end result of their creative works. The correct use of specific tools and techniques are often modelled in the moment so that each child is scaffolded in a way that is appropriate for them and their needs. In light of this, assessment of Art and Design in EYFS is often formative and based on regular interactions and observations of the children in the provision.

### **Key Stage One**

The skills and knowledge that the children acquire in EYFS are built upon and extended in Key Stage One through a mixture of designated lesson time and cross-curricular experiences. Art and Design lessons are integrated into the school's ongoing 'topic' work and the coverage of skills and content is set out on the long-term curriculum plan which is organised into a three-yearly cycle. This cross-curricular approach ensures that all pupils are exposed to a wide range of techniques and artists, as well as enabling them to return to and develop familiar skills as they progress through the school.

### **Sketchbooks**

A sketchbook is given to each child at the beginning of The Foundation Stage. During this time, they are used to record the progress made by the children throughout the year, in relation to key Art and Design skills such as; observational and portrait drawing, painting and using colours for a particular purpose. The use of sketchbooks is then continued into Key Stage One, and the children take increased ownership over exploring, investigating and presenting the journey that their artwork takes. As a result of this ownership, the sketchbooks are an important tool for teacher, peer and self-assessment. Assessment in Art and Design is formative and is often given verbally through a process of observation, discussion and questioning alongside the individual. Children's overall progress in Art and Design is reported to parents in an annual, written report.

## **Impact**

- The pupils become enthusiastic and confident Artists and Designers. This confidence gives pupils the platform for which to enjoy The Arts in later life.
- The pupils understand that they can express themselves freely through Art and Design, which in turn, has the potential to impact positively on their wellbeing.
- Children gain transferable personal qualities including; independence, critical evaluation skills, communication and teamwork.
- Children develop safety awareness of themselves and those around them when using and applying different tools and techniques.



- A cross-curricular approach enhances other curriculum areas and helps to make connections across areas of learning.

### **Resources**

- All classroom areas have a supply of basic resources to support the teaching of Art and Design.
- All other, more specialised equipment is kept in the central, curriculum resource cupboard.
- Resources are replenished as needed and in line with the requirements of each year group's units of work.

### **Monitoring the policy**

The Art and Design Lead teacher (Miss Kerry), will monitor the implementation of the policy regularly. This policy will be reviewed and approved by the Governors and Co-ordinators every two years, or as and if developments in the subject lend themselves to an early review.

**Policy Date:**

**Review Date:**