



Art and Design Policy

Kingmoor Nursery and Infant School

Introduction

We believe at Kingmoor Nursery & Infant School that our art curriculum provides all pupils with an opportunity to express themselves. By providing the children with a rich and varied curriculum, appropriate experiences and opportunities, the children's knowledge and imagination are encouraged through active learning. The curriculum provides an important and unique way of communicating, seeing and responding to the world around them. It is an important part of a broad and balanced education that is taught at Kingmoor Nursery and Infant School. We strive for all areas of our curriculum to be broad, balanced and progressive.

We plan and provide a well-balanced Art curriculum using Curriculum with Unity Schools Partnership (CUSP) *"this is built around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our curriculum focuses on excellence in this subject through a range of disciplines and by referencing outstanding practitioners in this field. The intention is that the exceptional teacher instruction inspires pupils to acquire knowledge as artists and enables them to skilfully apply their understanding"*.

Aims and objectives

- To encourage and stimulate each child's creativity and imagination throughout their art work
- To scaffold and promote each child's enjoyment within art and design
- To enable pupils to become visually literate: to understand and use Art as means of communication and expression
- To allow the children opportunity to explore the important role art and design plays in the world
- To nourish the pupils' ability to share and discuss ideas and feelings about their own work and also the work of others
- Well sequenced and purposeful planned lessons linked to our artistic disciplines
- To develop children's understanding of the following artistic disciplines: drawing, painting, printmaking, textiles, 3D and collage

Content

Foundation Stage

All of our Foundation Stage staff provide exciting and challenging environments where we value and nourish creativity as much as possible. We provide lots of effective art and design opportunity throughout the classroom provision. We aim to provide an environment that offers challenge and opportunities for children to use and develop common play based behaviours in a progressive way and links to different areas of our curriculum to revisit or further develop their art and design skills. Development Matters (2021) and the Lancashire Planning Framework is used to structure the curriculum in Foundation Stage. Broad links for art and design are also then shown on the Trees of Learning as an overview for parents to see coverage. Some of the children's Art learning includes creating art with different materials, designing & making with objects, dance, role-play and imaginative play.

Key Stage 1

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, experiences and imagination

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, 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

Teaching and learning

Our main aim here at Kingmoor Nursery and Infant School is to develop the children's knowledge, skills and understanding in art in the best possible way we can. We strive for our art curriculum to be broad, balanced and progressive. We provide a wide range of opportunities and experiences, which enhance and enrich their learning. We believe this helps children to make connections between different areas of learning and allows us to deepen their understanding. Our art curriculum takes into account our children's prior experiences, culture, local surroundings and children's understanding of life where we live. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children and ensure we adapt provision and learning to ensure it meets the needs of every learner in our classroom.

Implementation

We teach our Art curriculum in blocks, which always contains and covers our key artistic disciplines. We ensure that throughout our Art curriculum the children are always revisiting and further developing these key skills and applying them to new concepts and techniques right throughout their learning in art. During each art lesson, the children gain and build upon core knowledge and vocabulary that can link to various other areas of our well-balanced curriculum. Each art block we teach focuses on developing different aspects of these key skills and techniques. This supports our teaching and learning and indicates how successfully the children are at using and applying the taught knowledge and skills provided to them.

Assessment

Class teachers complete medium term plan reflections after each taught session to reflect and address areas that need to be adapted to meet the needs of all children. The Art Subject Leader then also monitors this in order to support staff and children as much as possible. As a whole school, we use Tapestry to assess children's progress in art against the National Curriculum statements.

Inclusion

The following principles inform and guide our policy and practice:

- Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school
- It is the responsibility of KNIS to enable all children to access and make progress via the curriculum
- "Equal opportunities" is not the same as "Equal provision" and we adapt provision to ensure it meets the needs of our learners.

What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically using principles of Quality First Teaching and by embedding BLP across the curriculum. We respond to children's diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments
- Using assistive technologies where appropriate
- Providing scaffolding to support children's learning.
- Modelling activities / tasks
- Paired and collaborative work that is rich in discussion and reflection
- Use of encouragement and authentic praise to motivate and develop self-image and esteem.
- Teaching using multi-sensory approaches
- Using visual cues to aid understanding
- Providing visual timetables to reduce anxiety
- Pre-teaching key vocabulary to provide a 'hook' into teaching
- Looking at alternative methods for recording work
- Teaching using metacognitive approaches so that children learn how they learn best and develop a range of tools to support them in approaching their work independently and confidently.
- Securing motivation and concentration by using stimulating topics themes and lessons
- Using appropriate assessments to enable children to demonstrate what they can do and have learned.
- Setting targets for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.

Health and Safety

Kingmoor Nursery and Infant School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle subject specific tools relating to our art topics and curriculum correctly and safely. Pupils are reminded about potential dangers when using such tools and reminded how to use these correctly and safely.