



Learning happily together

Art and Design Subject Intent

The Art and Design curriculum at Lowe's Wong Infant School is centred around the school motto of "Learning Happily Together". We provide diverse experiences to deepen their understanding of Art and Design, to foster a love of the subject and to ensure it is engaging and instrumental in cultivating inquisitive minds. It encourages creativity and develops skills in all children regardless of academic ability or additional needs. Through practising Art and Design, children learn that they can express themselves in different ways. We provide a quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Art and Design is incorporated across all areas of the curriculum to enhance children's learning in all subjects, as well as giving children artistic skills and opportunities to develop their abilities. Art can be used as a starting point for enquiry themes from which children can develop inquiring minds as they find out about pieces of art and discover information about artists and crafts people. Children learn to think independently by voicing opinions and ideas, and develop critical thinking skills as they investigate a variety of art genres and gain a more rigorous understanding of Art and Design. They find out about works of art from artists, both contemporary and historic from across the world coming from many different cultures so that they may discover a diverse range of art styles and take inspiration from the greats. They also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Children learn in a positive and secure environment where they feel safe to try new skills and use various media. They have access to a range of materials and have the opportunities to experiment, play and learn through different processes whilst developing positive attitudes and respect for one another. In this environment, all children have positive experiences where they can reach their potential and gain an enthusiasm for Art and Design.

Lowe's Wong Infant School has previously held Artsmark Silver Award Status and is currently in the process of working towards their next Artsmark award.

Subject Implementation Plan

Timetabling

Art and Design is timetabled on each year's Long-Term Plans. There is also an Arts Week timetabled each year as a whole-school event when KS1 children will work towards their Discover Arts Award.

In EYFS the children have access to art and design activities throughout their continuous provision allowing time for experimentation and expressive mark-making. The children also have regular 1:1 experience to work on their motor skills and art skills using various media.

In KS1 Art is taught as part of the Enquiry Themes throughout the year.

How Art and Design is taught

In EYFS, Art and Design is delivered through planned, purposeful and creative play through a mix of adult-led and child-initiated activity linked to the Early Learning Goals –

particularly, but not restricted to “expressive arts and design”. Children communicate through the arts to share their emotional responses as well as to learn new skills and they explore a range of materials to do this.

In KS1, Art and Design is delivered through carefully planned and purposeful quality first teaching that is linked to the Enquiry Themes. Art and Design teaching will ensure that children:

- produce creative work, exploring their ideas and recording their experiences.
- gain experience and develop skills 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 make comparisons.

Children will be taught using quality visual resources such as video and photographs to identify artists as well as to identify media and equipment. Strategies such as modelling and demonstrating are used to support learners in understanding any step-by-step processes.

Children also take part in an Arts Week where the majority of learning is art and design based but linked to other areas of the curriculum, particularly Music, Dance and Drama. Children will earn their Discover Arts Award from Trinity College London and Arts Council England.

Resources

Paint, pastels, clay etc are based behind the curtain in Gold Room.

Paint mixing trays and water pots are kept in each classroom.

Each class has a set of felt-tips and colouring pencils readily available as required.

Yarn & materials are based in FSU and under art tables in the Y2 corridor and outside Green Room.

Large paper is kept in the cupboard below the paper-cutter in the Hall.

A4 paper and sketchbooks are kept in the cupboard in the Sunshine Room.

It is strongly encouraged that recycled materials are used whenever appropriate.

Marking, feedback and assessment

Marking should be through constructive verbal feedback that celebrates achievement and positive outcomes but also gives the children the encouragement to develop their skills and ideas.

Throughout a sequence of learning or development of an artwork, children are encouraged to discuss their progress and to evaluate their work so far, as well as consider what they can do next to improve or develop their art.

Recording work

Developmental work and skills work should be recorded in sketchbooks.

Recording information about an artist's work and career should also be recorded in sketchbooks as much as possible.

Sketchbooks should be used in a different way to other books in school and although each lesson will have a discrete learning objective and expectation, this does not need to be recorded formally in the sketchbook. The children should instead be encouraged to add annotations to their work and the whole book should be seen as a learning journey instead of individual pieces. Annotations should use key art vocabulary to show their new knowledge.

Larger artworks should be displayed through the school during the year and all children display work during the whole school exhibition.

Learning Environment

The children should feel safe to try out new things and experiment, they should be allowed to make mistakes and not feel negative about the process. It should be a place where children can practise, develop and refine ideas. Children should know that there are no wrong answers in art and that art is a process.

Equality and Diversity

Children learn about a wide range of artists from around the world from different cultures and backgrounds, both male and female. For example, in EYFS children learn about Yayoi Kusama, in Y1 children learn about Inuit art and in particular, that of Kenojuak Ashevak and in Y2 children learn about Edward Tingatinga as part of their African art project.

Curriculum Enrichment

Art should be linked to the Enquiry Theme and to other curriculum subjects where possible.

Visits to Southwell Minster to see artworks provide inspiration and also show the children the variety of artworks that are on their doorstep.

Virtual tours around galleries such as Nottingham Contemporary are readily available online.

Visiting artists are welcomed into school to provide the children with memorable experiences.

The end of year exhibition is open to visitors and gives the children the opportunity to show off their work to friends and family.

Arts / Sculpture Weeks allow children to immerse themselves in the Arts and to experience new things.

Sketchbooks should be used throughout KS1 as they provide a place for all children to experiment with mark-making and to practise and develop their fine motor skills. They can then look back to make connections with previous and current practice. This in turn can help to nurture motivation.

SEND

All children have equal access to the Art and Design Curriculum. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy. However, adaptive teaching in Art and Design benefits all students, not solely the SEND children so therefore should be built into all lessons.

To support learners who struggle with fine motor skills:

Masking tape could be used to hold down learners' work to the desk if they find it hard to hold their resource in place.

Using different media could be helpful, for example, chunkier pencils when drawing, sponges or even fingers when using paint.

Wide-handles or easy grip scissors could be used in place of the classroom scissors.

To support learners who struggle with attention, sensory or physical challenges:

Consider where learners are seated in the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment helps to minimise distractions.

Allow for movement breaks for those children who need to move or struggle with self-regulation. Learners could be given jobs such as handing out resources to help them with regulation or give them time to move.

All learners, regardless of needs, should routinely clean and tidy away their own equipment. This encourages independence and builds resilience. It can also help children to manage transitions better.

Consider the length and complexity of tasks as some children may need more time to complete, where others need short tasks to aid their concentration.

To support learners who need additional time to develop conceptual understanding:

Additional adult support should be used when available to allow children to ask extra questions or for instructions or concepts to be repeated.

Time should be taken to model and demonstrate parts of the process.

When needed display step-by-step reminders of key processes.

Behaviour

Children should demonstrate good sitting, good looking and good listening when learning about an artist or about the skill being taught. Children should not touch resources until asked and should instead focus on the exposition and direction.

During practical activities children are expected to treat each other, the tools and materials with respect. They should share readily and be there to help each other if required. Children are expected to follow out instructions when learning new skills.

When creating artworks, they should be creative and try their hardest. The environment should be quiet but not necessarily silent, so “whispering whales” or “talking turtles” would be acceptable volumes. Children are expected to keep their area relatively tidy and to clear away rubbish regularly. They should know where to put dirty equipment and help with the clearing away process.