



Streetsbrook Infant & Early Years Academy



Policy for Art and Design

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

Aims

At Streetsbrook we believe that every child is an artist, and that Art and Design are essential to creative growth and personal expression. We aim to ensure all children reach their creative potential enabling them to contribute to the culture, creativity and wealth of their community, by the skills and knowledge they are taught, but mostly from the experience of making art. Our aim is that all children will be able to express themselves through art and design whilst also thinking critically about the Art and Design in their world. At Streetsbrook we value open-ended creative learning, prioritising a rich, creative journey which can be owned by each child rather than a prescribed outcome driven approach. This ethos is fully supported through our chosen art scheme of work, Access Art Primary.

Our curriculum leader for Art and Design is Mrs Claire Doyle.

Cultural Capital

At Streetsbrook, we aim to maximise opportunities for children to learn about society and the world around them and offer enrichment opportunities that are accessible to all. We foster curiosity and encourage children to engage in the world around them, including making the most of the diversity and experiences of arts and crafts within our local area and school community. Through our curriculum we aim to introduce and expose our children to Art and Design genres, mediums and experiences they may otherwise not have had. We are constantly looking for new and meaningful experiences that will enrich the artistic understanding and creativity skills of the children we teach. Children are taught about artists from a range of genres and eras. The units chosen from Access Art Primary have strong cross-curricular links; teachers are encouraged to include Art and Design links wherever possible. To enrich our curriculum, we aim for each child to have the opportunity to visit an art gallery or to experience working alongside an artist during their time at Streetsbrook.

Embedding Ambition

We believe that all children can create art, regardless of their background, needs and abilities, and we are determined to make this happen. We value art and design as an important part of children's entitlement to a broad and balanced curriculum. We believe that a high-quality art and design education should engage, inspire and challenge children. It should equip them with the knowledge and skills to experiment, invent and create. We believe children of all abilities should be inspired to use their creative imagination and with guidance fulfil their potential. As a school we ensure children have access to high-quality resources that are fit for purpose. Our team of expert teachers know and understand the ethos of Access Art Primary, and draw on expert advice, guidance and CPD opportunities to deliver a curriculum to support this.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. This includes all resources required to implement each of our Access Art Primary Strands effectively and the provision of reading and reference resources in our library which engage, inspire and promote equality, diversity and inclusion.

Curriculum

We base our curriculum on the DfE's statutory Early Years Foundation Stage Framework and the National Curriculum for Art and Design. To support this, we have chosen Access Art Primary as our principal scheme of work. Access Art Primary offers flexible, adaptable open-ended creative learning opportunities which allow us to deliver a rich, broad, balanced, diverse and engaging art and design curriculum.

How is the curriculum taught?

EYFS

In EYFS our curriculum is built around the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Our Art and Design curriculum is primarily delivered through the Expressive Arts and Design area of learning; in particular, the Creating with Materials and Being Imaginative and Expressive strands. Learning in the EYFS occurs in two forms, child initiated and adult directed activities. Both are an important and integral parts of each child's Art and Design journey at Streetsbrook.

Access Art Primary supports children's artistic learning through exploration in the following areas:

- What Can We See?
- How Can We Explore Colour?
- How Can We Build Worlds?
- How Can We Explore Materials & Marks?
- How Can We Explore 3D Materials?
- How Can We Use Our Bodies To Make Art?
- How Can We Use Our Imaginations?

KS1

In Key Stage 1, the Art and Design National Curriculum objectives begin to be delivered. A sequence of Art and Design lessons drawn from our Access Art Primary provision is taught termly. Beyond the scope of Access Art Primary, additional on-going projects and pieces of artwork are also created throughout the year and cross curricular links are fostered in order to deepen and enrich the children's knowledge, skills and creativity.

Children are encouraged to understand the context of artwork and to learn about the artist who are inspiring them. A focus on skills means that children are given opportunities to practise and develop key processes as well as express their creative imagination. Children have opportunities to work collaboratively and individually. They are encouraged to explore different styles and techniques and are given the chance to develop their own interests. To further support and encourage creativity we promote enrichment activities such as participation in art competitions and special events throughout the year.

Vocabulary Development

Vocabulary in Art and Design is taught explicitly, and each year builds on previous years' language. Technical vocabulary is introduced when new skills are taught. Children should be able to use the vocabulary accurately and effectively to communicate their ideas, intentions, reflections and outcomes within their work and whilst critically evaluating artist's work and their peers'. We aim to help children develop a wide vocabulary through a variety of means, including the following:

- Providing a language rich environment
- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Providing a variety of texts to explore new vocabulary
- Creating displays of key words linked to specific topics and subjects

Planning

Following the Streetsbrook Art and Design Curriculum Overview for each year group, teachers deliver units of work from Access Art Primary. Staff plan sessions by following the relevant creative pathway but use their professional judgment to adjust and adapt each lesson to best suit the curriculum time available and their current cohort of children. Each term children will participate in a sequence of Art and Design lessons and a sequence of lessons with a Design and Technology focus. Additional drawing tasks will often run alongside this. The progression document for Art and Design ensures curriculum coverage and progression across the school.

Parental Engagement

We encourage and welcome all parents and carers to support and assist with school events, art projects, and educational visits. Parents and carers with specialist art skills, and those who work in the arts, are warmly invited to engage, collaborate and support the school.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the Art and Design curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure all children are able to access the curriculum in a way that is appropriate to them. We utilise Access Art SEND resources, guidance and planning to adapt our curriculum where required.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

We maintain a general membership subscription to CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) which allows us to access specialist health and safety advice that supports practical work in science, design technology, and art and design for schools.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live online lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

Within Art and Design at Streetsbrook, two main forms of assessment are used, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)
- Summative assessment – to understand each child's performance at the end of a period of teaching

Marking and Feedback

Whenever possible staff provide children with 'live verbal feedback' to allow for interaction and critical dialogue. Written feedback is not made within sketchbooks. We believe that the children should be proud of their development and progress and therefore we respect their personal sketchbooks.

Please see our Assessment and Marking policy for full details.

Pupil Voice

The views of children on our Art and Design provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the English national curriculum. Governors monitor statutory assessment arrangements and receive regular updates on progress and attainment in Art and Design.

Monitoring and review

Our Art and Design curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation, including as part of our wider collaborative, the Synergy network
- Learning walks
- Lesson observations
- Sketchbook and work scrutinies
- Displays scrutinies
- Pupil voice
- Staff voice
- Attainment tracking and data analysis annually
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

By the time a child leaves Streetsbrook at the end of Key Stage 1, they will have developed a range of skills and knowledge, explored techniques, been exposed to different genres and used different media to produce creative pieces of artwork. Children will have the confidence to talk about Art and Design and will feel equipped to explore it for their own pleasure and well-being.

POLICY REVIEW

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Summer term 2028.



Claire Doyle
Subject Leader for Art & Design