

**Holly Hill Primary and Nursery School**  
**Art and Design Policy**

**1. Subject Intent**

**General Statement**

At Holly Hill we believe that a quality Art and Design curriculum should allow all children to learn the skills and knowledge to experiment, invent and create their own works of art, craft and design. All children should have the opportunity to explore and be inspired by the creativity of the world around them. As pupils progress, they become able to think critically and develop a more rigorous understanding of Art and Design, as well as learning about the work of a diverse range of artists and being able to discuss and express opinions. They learn how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Art contributes to the development of fine motor skills, language and provides opportunities for children to express themselves creatively. Art and Design allows all children to achieve, contributing to well-being and reducing anxiety and elevating mood.

Through our Art and Design curriculum we make links to our whole school curriculum intent statement. The aspects which are particularly significant to Art and Design:

- Experiences and opportunities
- Balance of knowledge and skills
- Diversity
- Emotional well-being and healthy relationships
- Rich vocabulary
- Preparation for adult life and work

**Specific Aims**

The National Curriculum outlines the following aims for Art:

- produce creative work, exploring their ideas and recording their experiences
- become proficient 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 understand the historical and cultural development of their art forms.

At Holly Hill the Art and Design curriculum is designed so that we meet the National Curriculum aims through a progression of skills and knowledge taught in the sequence below:

**EYFS**

The Art and Design curriculum in the EYFS is organised across 7 areas of learning. The statements which relate to Art and Design are taken from the relevant areas below and are not linked to specific topic but are developed during the year.

Expressive art and design

Physical development

Understanding the world

3 and 4 year olds	Expressive Art and Design	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Explore colour and colour mixing.</li> <li>• Show different emotions in their drawings – happiness, sadness, fear etc.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers,</li> <li>• paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
Reception	Expressive Art and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
ELG	Expressive Art and Design (Creating with materials)	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
	Physical Development (fine motor)	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Understanding the World (The natural world)	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<u>Enchanted world</u> - colour, painting, digital link				<u>Who lives in a place like this?</u> Sculpture, collage, painting	
				<u>Mother nature</u> - Sculpture, printing, pattern	<u>The Great Fire of London</u> Drawing Painting	
LKS2				<u>Savage stone age</u> – cave paintings, charcoal)		<u>Greeks – sculpture</u>

	<a href="#">Superheroes</a> Pop art				<a href="#">Dungeons and dragons</a> – collage, mixed media	
UKS2				<a href="#">Fight for the crown</a> Sketching, sculpting		<a href="#">Moving on up</a> Watson Fothergill Nottingham architect.
		<a href="#">Fantastic beasts</a> Sketching painting	<a href="#">The golden age</a> Islamic geometric art, Architecture			

### **Rationale**

At Holly Hill, Art is taught as a discrete subject linked to topics. Art and Design coverage is organised to ensure a progression of skills. Explicit knowledge and skills are taught to allow children to develop artistic technique and the end product allows children to apply their learning. This allows the skills to be a focus rather than the outcome and allows children to experiment and develop these independently. Topics have been chosen to provide a wide range of learning opportunities linked to artists and designers as well as developing the art curriculum. This is to provide opportunity to show how art and design influences the world around us and how the skills learnt can be used in everyday life.

### **2. Implementation**

#### **Teaching and Learning**

Because at Holly Hill Primary and Nursery we understand that learning takes place when there is a change to long-term memory, we outline the key knowledge for a unit of work on a knowledge organiser. In Art and Design, key knowledge is knowledge that relates directly to the National Curriculum attainment targets. Progression of learning is planned using the art progress map and key knowledge is shown on the Sticky Knowledge document.

The teaching of Art and Design is part of a 2 year cycle which plans in for a progression of skills. Skills and techniques are planned into a sequence of lessons that allow previous learning to be built on. These lessons can lead to a final end product that allows for the skills to be used for a purpose. The discussion and evaluation of their own work and that of artists and designers is included in a learning sequence.

The following gives an example of an effective teaching sequence in Art and Design:

1. Introduce the key knowledge and vocabulary. This may be done through discussion, looking at the work of artists or introducing the equipment for children to investigate.
2. Each lesson starts with a knowledge check where prior learning is revisited and discussed to allow this to be built on in each lesson.
3. The work of specific artists and designers is introduced as inspiration and stimulus for the pupils' own work.
4. New skills are taught and children are given opportunity to investigate and experiment to discover for themselves.
5. Learning is discussed so children can share ideas and what they have discovered and to clarify thinking.
6. A final piece of work combining the skills and knowledge learned is produced at the end of the unit.
7. Opportunity is given in each topic for children to discuss and evaluate the work of artists and their own work in a supportive environment.

### SEND

#### Sensory, Physical and Medical

In Art and Design barriers could include hypo/hypersensitivity to sensory experiences such as smells and touch. To support children with Sensory, Physical and Medical needs in Art and design, strategies could include adapting equipment, such as chalk pencils, providing an alternative or wearing gloves. Adaptation of equipment or activities, such as paint brushes with different handles or thicker handles, printing on to tables or other supportive technology may be required to support children with motor difficulties, to allow every child to access the learning. Children with visual impairment may need access to magnifiers or other equipment which the class teacher will be aware of and request. Medical difficulties such as allergies and medical conditions which may be affected be art resources may need alternatives to be provided.

#### Cognition and Learning

In Art and Design barriers could include following a sequence of instructions, understanding of different methods and resources as well as difficulty completing practical and written work. To support children with cognition and learning needs in Art and Design strategies could include symbolised work, use of Clicker or word processing for written work, symbolised instructions or now and next boards. Children could be given pre teach time to investigate materials and experience the vocabulary and knowledge to be taught and work can be differentiated through skills ladders. Dyslexic pupils can be given word banks, vocabulary pre teach and access to technology to support in appropriate activities.

#### Social, Emotional and Mental Health

In Art and Design barriers could include over stimulation when looking at Art, difficulties with using equipment, fear of failure and focus and concentration difficulties. To support children with Social, Emotional and Mental Health needs in Art and Design, strategies could include sensory breaks, sensitivity to children's experiences, support when working and turn taking. Children can be supported in developing the vocabulary to discuss works of art and express an opinion about their own and others work.

### Communication and Interaction

In Art and Design barriers could include difficulty in working cooperatively with others on activities, taking turns, sharing equipment and discussing and evaluating art work. To support children with communication and interaction needs in Art and Design strategies could include word banks including key vocabulary and words to support art evaluation, visual supports, timers, pre teach vocabulary.

### **3. Impact**

#### **Assessment**

In Art and Design we assess the children formatively through key knowledge reviews and quizzes, observations and end products which are planned to use and show the range of skills and knowledge taught during the topic. Each lesson in a sequence begins with a 'knowledge check up', which provides opportunity for pupils to recall the key knowledge from the previous lessons in that unit.

In Art and Design we assess the children at the end of each unit. Assessment judgements are based on the evidence of knowledge in the child's 'end point'. In Art and Design an end point would be a final product but may include sketch book studies.

Staff will use their assessment judgements to complete an evaluation of the learning in that unit, which is submitted to the subject leader. Where gaps or issues have been identified these will be acted upon through a skill specific intervention most likely linked to physical development and motor skills.

#### **Monitoring and Evaluation**

- Evidence of work can be found in a child's sketch book which they keep for two years across the key phase. Other evidence may be on displays around school.
- Subject leaders will use a combination of evidence from book looks, learning walks, environment checks and end of unit data to monitor the standards in their subject and inform the action plans for curriculum development.
- Subject leaders will use the unit evaluations to inform their action plans/CPD offer etc.

#### **What does the impact of Art and Design look like at Holly Hill?**

Based on the intent, children can develop their skills and knowledge through practical learning experiences that support, engage, inspire and challenge pupils. Children can use the knowledge and skills learnt to experiment, invent and create their own works of art, craft and design and are given the opportunity to develop and improve their skills. All children are supported to develop the skills and knowledge at their level and build on their learning to produce final pieces or end product. Children can express themselves creatively, discuss their own work and the work of others and express their opinions using an Art and Design vocabulary. Children are taught about the works of artist, designers and architects so they can see how they have shaped the world around them.

By the end of EYFS pupils will be able to:

- explore different materials freely, in order to develop their ideas about how to use them and what to make.
- develop their own ideas and then decide which materials to use to express them.
- join different materials and explore different textures.
- create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- draw with increasing complexity and detail, such as representing a face with a circle and including details.
- use drawing to represent ideas like movement or loud noises.
- show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- explore colour and colour mixing.
- explore, use and refine a variety of artistic effects to express their ideas and feelings.
- return to and build on their previous learning, refining ideas and developing their ability to represent them.
- create collaboratively, sharing ideas, resources and skills.
- use a range of small tools, including scissors, paintbrushes and cutlery.
- begin to show accuracy and care when drawing
- 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.

By the end of KS1 pupils will be able to:

- 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
- know 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.

By the end of KS2 pupils will be able to:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- know about the work of great artists, architects and designers in history

**Written and approved: March 2022**

**Reviewed: September 2023**

**To be reviewed : September 2024**