



Savile Town CE (C) Infant and Nursery School Art and Design Policy 2025

At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.

Intent

At Savile Town Infant and Nursery School, we believe Art and Design is a process whereby the children can learn the procedures and applications of different techniques. It supplies them with opportunities to express their feelings towards, and their understanding of, the world around them. It encourages children to look around their world and learn to think and intervene creatively to solve problems both as individuals and as members of a team.

Our curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work, digital art and food technology. They are given the opportunity to explore and evaluate different creative ideas and are taught to look for opportunities themselves, and to respond to these by developing their own ideas, making a range of products and developing an awareness of visual and tactile elements such as colour, pattern and texture, line and tone, shape, form and space, with an aim to fostering enjoyment and appreciation of the visual arts.

We also encourage children to develop a knowledge of significant artists, craftspeople and designers; increase their critical awareness of the roles and purposes of art and design in different times and cultures; analyse works using the language of art and design and to develop a cross-curricular approach to the use of art and design in all subjects.

Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful, or not, for a particular project.

Our aim is to.....

- promote children's enjoyment of art & design
- provide a stimulating, balanced, appropriate and continuous programme of art & design for all the pupils throughout the school
- give art & design credibility and status within the school by displaying it in classrooms and shared areas, as well as on our website and in locations around the local community
- develop opportunities for children to talk about and offer constructive feedback about other's work using the language of art and design
- teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their products and creating art work
- teach children the safe and effective use of a range of tools, materials and components
- develop children's understanding of the ways in which people have designed products in the past and present to meet their needs
- develop children's creativity and innovation through art, designing and making
- develop children's understanding of technological processes, their management and their contribution to society
- develop children's ability to understand and apply the principles of nutrition and learn how to cook
- encourage children to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and Design is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The Art and Design curriculum at Savile Town Infant and Nursery school is based upon the Primary National Curriculum in England and the Development matters Early Years foundation Curriculum, which provide a broad framework and outlines the knowledge and skills taught in each Key Stage.

Art and Design Technology is taught as a subject-specific activity through a combination of whole class teaching, group work and individual work via a skills based programme which is built on in each year group. Cross-curricular links are identified when appropriate. e.g. the children can apply literacy, ICT, scientific and mathematical knowledge to create products and pieces of work which are functional and express innovation and creativity.

Teachers plan lessons for their class using our progression of knowledge and skills provision map. Teachers can use this to plan their art and design lessons suitable to the interests of their class and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

We provide a variety of opportunities for art and design learning inside and outside the classroom. Every term we have 'learning together days' where the class teacher plans fun, engaging activities linked to the topic for the children to complete. These also offer an opportunity for parents to engage with the school and join in with their children's learning.

We also offer the opportunity for children who show an aptitude for art and design, or show a great interest, to become art ambassadors. This enables them to work with the Art and Design co-ordinator to help plan visits, visitors, creative experiences in school and to share their opinions.

Educational visits are another opportunity for the teachers to plan for additional art learning outside the classroom.

The children have had many opportunities to experience art and design on educational visits. The children enjoy experiences of local museums/art galleries, attending theatre performances and visitors into school to share art and design learning and have hands on experiences.

We ensure:

- a continuity of experiences throughout the school both within and among year groups
- the systematic progression through Foundation Stage & KS1
- that children are clear what the intended outcomes are
- that all children have access to a range of resources
- that Art & DT experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date.

Impact

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills, and discreet vocabulary progression also forms part of the units of work.

- Records of development in Art and Design Technology are kept for individual children to ensure progression throughout the key stage.
- Teachers and support staff assess pupil progression through discussions with pupils and use this to inform future planning and next steps.
- Examples of work /books are kept and displayed as appropriate and teachers in Key stage 1 use the Focus Key Assessment Criteria to assess and monitor children's progress.
- In the Foundation Stage, children are assessed using the EYFS statements in Creative Development and Physical Development to monitor progress.

Equal Opportunities

Teachers ensure that children have access to the range of Art and Design Technology activities and use opportunities within Art and Design Technology to challenge stereotypes. Children are encouraged and supported to develop their Art and Design Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

Inclusion

We recognise Art & Design offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example, Art & Design can cater for the variety of learning styles which a class of children may possess.

Hygiene and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must consider health and safety issues and consequences, and operate in a safe and hygienic manner when designing.

The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely. It is important children are taught the correct procedures when handling food to ensure good hygiene.

Roles & Responsibilities

Art and Design Coordinator

There is a designated Art and Design Co-ordinator to oversee the planning and delivery of the subjects within the school.

The co-ordinator will be responsible for

- monitoring planning and the delivery of Art & DT
- facilitating the use of Art & DT across the curriculum
- identifying the need for training and offer support to keep staff skills and knowledge up to date
- organising for local artists to visit the school to work with the children
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- ensuring displays are kept up to date and are well presented around school.

Class teacher

- Planning, organisation and display of work in their own areas
- Management, care and maintenance of resources in shared areas
- Share responsibility for work in other areas around the school
- Pay due regard to health and safety guidance
- To make sure any support staff are well informed about the task requirements
- Monitoring and recording the progress of individuals during the year
- Ensuring that the children have easy access to the materials that they need