

# Art

At Hamstel Infant and Nursery School we believe Art, Craft and Design stimulates creativity and imagination. It provides expressive opportunities and a creative way of understanding and responding to the world.

## INTENT—We aim...

To foster **creativity** and **imagination** in every child.

For children to **explore** ideas and meaning through the work of **artists** and build upon **skills** and **knowledge** as they progress throughout the school.

To provide **expressive** opportunities and a **creative** way of **understanding** and **responding** to the world.

To enable children to **learn through talk** to deepen their subject knowledge. Children can talk about what they see, feel and think through the use of **colour, texture, form** and **pattern**.

For children to have the opportunity to participate in a range of **creative experiences** which will be embedded and linked across our **thematic** curriculum.

To provide a curriculum that **inspires, engages** and **challenges** children.

## IMPLEMENTATION—How do we achieve our aims?

At Hamstel Infant and Nursery school, children will become involved in shaping their environment through art activities involving different creative techniques. Our **Hamstel Headlines** drive our commitment to all children receiving quality first teaching and learning.

### SKETCHBOOKS

#### Independence & Expression

**Sketchbooks** are used during art lessons to document the children's learning process. Children are given the **independence** to present their work in their own way. This allows children the freedom to display their work in different ways giving them a sense of **ownership** over their sketchbook.

#### Progression

Sketchbooks follow the children through KS1, demonstrating the **progression** of skills and knowledge. Sketchbooks develop critical thinking skills and are important in tracking progress, the **mastery of skills** as well as assessing children.



### Communication and Discussion

Sketchbooks allow **quality discussion** to happen in art lessons, the children share their ideas and work with both their peers and adults. Their communication skills have developed and discussions involve **subject specific vocabulary**. Through these discussions, subject specific vocabulary is modelled by staff and all children then have opportunities to embed it.

### ARTIST STUDY

#### Knowledge, Techniques & Responding to Art

Each art unit is centred around an artist. Each sequence of lessons begin with responding to art by the artist and a study of the artist and their life. Before creating a final piece in the style of an artist, the children work on skills around the artist's medium and technique. All children are given the opportunity to look at a wide range of **artwork** and discuss each piece in detail. These discussions include **subject specific vocabulary**, giving children the opportunity to apply the vocabulary that they have learnt.



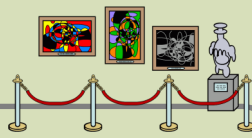
### SEQUENCING & PROGRESSION

#### Building on Knowledge & Skills

All teachers plan a sequence of lessons using **medium term plans** and **progression grids** to identify the skills, questioning and key vocabulary that are needed when teaching a unit. Progression grids and connected overviews support teachers to plan lessons that build on **prior knowledge** and include **sticky knowledge**. **Progression grids** are used as a starting point for **adapting** learning to suit the needs of all children.



## SHOWCASING



Each child has at least one piece of artwork on display in their classroom or around the school. **Celebrating** the children's work and giving them a **sense of achievement** improves engagement in art lessons and embeds the belief that **'Every Child is an Artist'**.

## Quality Resources

Children have access to a **wealth of practical resources**. All art resources are **high-quality** and suited to the needs and ages of the children. As the children progress through the school, they will grow in independence as they use and navigate these resources and begin to make choices for the most appropriate media.

## EXPRESSIVE ARTS

### Freedom & Creativity

In EYFS, expressive arts is included daily in continuous provision, giving children the opportunity to **explore** and **create** using art materials and media. In KS1, we provide children with the opportunity to be creative through art lessons and expressive art sessions. In these sessions children are given a theme and time to create a piece of work, allowing them to be **expressive** and explore their **creativity**.



## Assessment

Using **progression grids and our highlighted expectations** for the end of EYFS and Key Stage 1, teachers are able to assess the knowledge and skills that the children have been taught. In **EYFS assessment checkpoints** are used to inform judgements and using **observations** is a key part of this process. **Previous learning** is reviewed at the start of all lessons to check that the children have the knowledge and skills needed for the lesson. Effective questioning and feedback strategies, 3 tick answers, think pair share and show me boards, are used to provide feedback and address gaps or misconceptions. The children will produce a final piece of art in most projects and this can also inform assessment. Each half term, every child completes an **observational drawing**, supporting teacher assessment of drawing skills.

## Oracy and Vocabulary



Through well-planned art lessons all children learn new and **subject specific** vocabulary. Oracy opportunities during lessons provide children with the opportunity to apply the vocabulary they have learnt and to deepen their subject knowledge through talk. Children include vocabulary in their sketchbooks and use this to facilitate discussions and remind themselves of subject specific vocabulary. The use of **stem sentences** embeds this language in the children's **long term memory**.

## Enrichment

An after school **Art Club** is run weekly for children to **express** their creativity and further enrich their subject knowledge, learning about a range of artists and exploring new techniques. Children have opportunities to take part in **community projects** and see their art in the local area.

## IMPACT—How will we know we have achieved our aims?

Our art curriculum is **high-quality**, well thought out and is planned to demonstrate **progression**.

The art and design curriculum will contribute to children's personal development in **creativity, independence** and **expression**.

Children are able to **talk** confidently about their work and share their work with others.

Children's work is **assessed** by looking at pupil's work over time as they gain skills and knowledge, observing them in lessons and discussing their work with them.

Our lessons are **accessible** for all children and are **adapted** to suit the needs of each child. Every child is proud of what they have

Children will be exposed to a wide **variety of different media**, giving them the opportunity to use it in different ways and for a different purpose and develop a range of skills.