

Art and Design Curriculum Purpose and Rationale

At Arden Forest our vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

'Little Learners, Big Achievers'



Taken from Arden Forest vision statement and school motto.

Statutory Commitment

EYFS Statutory Framework – (Sept 2021)

Educational Programme - Physical Development (fine motor)

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Educational Programmes – Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

KS1 National Curriculum – Art and Design (2013)

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- 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 are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

School Commitment

Our Curriculum Intent (Appendix A) identifies what opportunities and experiences our pupils have on entering our school. This also recognises what our pupils need in order that we fully enable our school vision. It maintains a fidelity to the new EYFS Statutory Framework and KS1 national Curriculum as well as a commitment to alignment across the two phases in our school.

Through our Curriculum Intent, we have identified that on entry into school, children's imagination is often good in small world and role play but children lack creativity and skill with music, art and design. We have also observed that our children tend to have a limited cultural experiences of the arts or awareness of their wider community.

We value Art and Design as an important and integral part of the children's entitlement to a broad and balanced curriculum at Arden Forest. We believe that Art and Design education encourages children's creativity, imagination, sustained shared thinking and individual expression and has a role to play in health and wellbeing. Our teaching and learning through art, stimulates and motivates children, increases their confidence and raises self-esteem.

Our Growth Mindset Learning Behaviours help children develop the right attitudes to Art and Design in order that they fulfil their potential and experience success. For example, children are taught to understand the 'Power of Yet!' when faced with a new learning experience and are focused on their learning as a Stick-o-Saurus.

Within all aspects of Art and Design, there are opportunities for pupils to develop their School Responsibilities' of being kind and respectful, learn and let others learn and keeping themselves and others safe.

Why do learners at Arden Forest Infant School need to study Art and Design?

"Studying cultural education subjects, such as art and design, dance, drama and music, sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined. Wherever children start in life, a high quality cultural education in every school should be a right, not a privilege."

Darren Henley OBE, Chief Executive, Arts Council England

At Arden Forest Infant School, our teaching of Art and Design supports our vision of inclusive practice and it enables all children to achieve their potential. We believe that Art and Design lessons will engage, inspire and challenge all children to reach their full potential. We acknowledge that where a child might need additional support with Literacy and Maths they may excel in Art and Design.

Children experience stimulating resources, including a wide variety of artist's work from a diverse range of cultures and backgrounds. They explore high quality media to experiment creatively and refine their skills from direct teaching sessions and individual responses to

art pieces. Children are also taught how art and design reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

Children are supported to develop focus through extended sessions which enable work of quality and depth and the opportunity to return to develop and enhance pieces over time. Children use the work of great artists to explore similar techniques and inspire their own creative responses. They are supported to engage in extended conversations and articulate their thinking and feelings about their own work and that of others. They will also learn how art can be used to express feelings.

How we promote personal characteristics and relationships?

At Arden Forest Infant School, the Art and Design curriculum delivers a vast range of social, moral, spiritual and cultural aspects which reflects the school's Personal Characteristics and Relationships principles. It encourages the children to be responsible, show kindness, respect, positivity, tolerance and resilience. All of these themes are woven through our wider curriculum, but are also echoed in Art and Design by creating pleasure and interest in Art and Design in the wider world. It encourages kindness and respect for one another. It also includes teamwork through the opportunity to work together to research work of other artists or produce collaborative pieces. When working together, children will need the attributes of tolerance where opinions may differ.

Within Art and Design, children will often have opportunities to work responsibly, sharing resources and managing their tasks. Children are encouraged to support each other positively and respectfully and to peer assess and evaluate. This demonstrates respect and tolerance for each other and each other's contributions or work. Children are able to develop their self-esteem, self-knowledge and self-confidence to produce different responses through personal exploration of a stimulus and art media. Children learn how to respect different cultures within Art and Design and questioning is encouraged to consolidate understanding of controversial or sensitive issues. Together, children will experience challenge safely and understand that they can be resilient in response to changes in lessons or school.

What are the aims for the Art and Design Curriculum?

(What do we want learners to be able to know and do by the time they leave Arden Forest Infant School?)

Our aim is to engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Throughout their Art journey in school they will be able to think critically and develop a more rigorous understanding of Art and Design. Children will have confidence to produce creative work through recording their experiences in a variety of forms.

In order to achieve these aims, the Art and Design curriculum at Arden Forest, provides lots of first hand and real-life experiences to make learning relevant and purposeful. These opportunities will give access to a range of art work and high quality media which

supports their social, cultural and moral development in order that we can widen their life experiences. In each lesson, children will reflect on prior experience and taught skills and make links to previous learning across the curriculum.

Children will develop skills in drawing, painting, sculpture, collage, printing, photography and textiles. They will learn how to use colour pattern, texture, line, shape, form and space and they will study a range of artists in great detail. The children will learn how to peer assess and evaluate their work using the technical knowledge and relevant vocabulary they have been taught.

The opportunity to be reflective and evaluate their work, thinking about how they might develop a piece is integral within Art and Design. We encourage the children to take risks, experiment and reflect on their learning to develop children's perseverance and resilience. Ultimately the children will maximise their learning potential in Art and Design.

How does Art and Design help our pupils to be aspirational lifelong learners?

Learning through and about Art and Design enriches children's experiences while at school as well as adding value to their wider life beyond school. Exploration of Art and Design can build confidence as well as a sense of individual identity which encourages creativity and self-expression.

Engagement in Art and Design experiences as a hobby can have a positive impact in mental health and wellbeing. Tracking Arts Engagement and Learning – a three year research project investigating arts education in high schools in England, running from 2016-2018, highlighted that many students commented that arts lessons acted as an outlet for releasing the pressures of studying as well as those of everyday life.

Having secure knowledge and skills in Art and Design, could provide direct links to future employment in the Arts. These opportunities will mean that our children will contribute to community and wider society. This might include a wide range of careers. For example, an artist, sculptor, art curator, art therapist, illustrator, art teacher, set designer or computer animator. In an increasingly digital world, this includes, being able to use the skills flexibly, even for the jobs that don't yet exist!

Why has the specific knowledge been selected?

We teach art as an individual subject as well as incorporating it into other curriculum areas. Children experience a carefully planned and varied art curriculum which includes opportunities for them to develop the skills of drawing, painting, collage, photography, 3D and textiles with a clear progression in teaching and learning.

Children experience stimulating resources, including a wide variety of artist's work from a diverse range of cultures and backgrounds. Children use the work of great artists to explore similar techniques and inspire their own creative responses. They are supported to communicate their ideas through their artwork and appreciate the work of their peers and other artists. They are given opportunities to develop and enhance pieces over time.

Coverage of EYFS and Key Stage One National Curriculum expectations is enabled through planned subject content. High quality teaching and learning at each key stage enables children to develop the necessary knowledge and skills in readiness for next steps in their learning.

How is Art and Design implemented?

The Art and Design curriculum at Arden Forest is taught through our Progression in Learning Frameworks within a thematic curriculum. Children experience Art and Design opportunities each term. In the Summer Term, there is a greater focus on The Arts. The learning is sparked by a 'Wow Moment' and culminates in an authentic outcome linked to The Arts.

Within each theme, children learn about a focus artists and each year they will increase their knowledge and understanding about each artist. They will then be able to make links between pieces of art work, artistic styles and different artists. Children are then given the opportunity to use this to influence their own piece of art. We chose artists that are iconic but that also have something to offer the children in terms of subject and technique. Children learn how an artist that creates or uses a particular style, technique or media. They will then be given the opportunity to explore how to use that style, technique or media in their own work.

Within the EYFS, there is a balance between direct teaching sessions, guided tasks and the opportunity to explore Art and Design within the environment in response to their own interests. Children have access to a well-resourced Creative Area inside and opportunities to apply their Art and Design skills outside.

What is the impact?

The impact of our Art and Design curriculum can be seen through children's verbal and expressive responses to different experiences. Progress over time can be seen through monitoring of displays, art folders and sketch books where children's creative responses will be individual and unique. Monitoring of children against the milestones within Progression in Learning frameworks will ensure that children are on track during the year and enable further support and experiences where necessary.

Discussions with Class Teachers will enable reflection on engagement, progress and the relevance of specific content to particular cohorts. It will also identify any professional development opportunities needed for staff.

Analysis of specific groups within overall data enables us to reflect on the intent of the Art and Design curriculum and how it is being implemented. For example, are our teaching strategies helpful? is the content inspiring to our learners?

Appendices:

A. Overall School Curriculum Intent

B. Expressive Art and Design aims/end points of specific stages of curriculum

- EYFS Framework and National Curriculum

C. See Progression in Learning Framework for EYFS Expressive Arts and Design and National Curriculum Art and Design with overarching maps that show the sequence and progression in learning from the beginning of the Pre-school Year until the end of Year Two.

Appendix A

Arden Forest Infant School – Curriculum Intent

What do we know about our community of learners? What opportunities/experiences have they had already and what have they not yet benefited from?

Our pupils start Reception from a large number of different pre-school settings. They have a diverse range of cultural and family backgrounds which are valued and shape our unique relationships with our school community.

Communication skills vary on entry, children are often reluctant to engage in extended conversations or articulate their thinking. Children often need support to identify and moderate their own feelings and are not able to solve minor disagreements.

We have an increasing percentage of children with additional needs compared to the national average, including those with ASD. As such, communication and language, physical development and personal and social and emotional development is significantly lower for these children. Recently, many children have not been able to access outside agency support due to COVID restrictions.

When our children begin Reception, they are often confident, show curiosity and are eager to explore their environment. However, our pupils' often lack sustained thinking and focus. Children are reluctant to be independent in their learning and life skills, and often their resilience and perseverance in the face of challenge is low which is a barrier to success. They lack experience of opportunities to take calculated risks.

Children typically have good access to outdoor spaces which enable a knowledge of the natural world around and gross motor skills to be typically at age related expectations. However, children's fine motor skills are typically not as developed.

Children generally access books and stories at home. However, the ability to blend and segment in phonics is a barrier for most children which impacts on their reading and writing on entry. Most parents generally take an active role as partners in their children's learning.

The majority of children show everyday application of skills in mathematics. Children usually have access to technology at home.

Imagination is often good in small world and role play but children lack creativity and skill with music, art and design. We have observed that our children tend to have a limited cultural experiences of the arts or awareness of their wider community.

In September 2021, some children starting with us will have lived nearly half of their life with the pandemic.

Our Year One children spent a third of their Reception Year Learning remotely and missed a significant part of their pre-school experience due to lockdown. Our Year Two children spent a third of their time in Year One being taught remotely and missed a significant part of their Reception Year due to lockdown.



Appendix B

Expressive Art and Design end points of specific stages of curriculum

EYFS Framework (September 2021)

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Creating with Materials

Children at the expected level of development will:

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Art and Design Attainment Targets (2013)

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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
- 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.