

Trafalgar Community Infant School



Policy Document

ART AND DESIGN POLICY

Reviewed: Spring 2024
To be Reviewed: Spring 2026

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Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.

“Art and design embody the highest form of human creativity. Art and design teaching should instil in pupils an appreciation of beauty and an awareness of how creativity depends on technical mastery. They should learn to draw, paint and sculpt as well as design and create aesthetically pleasing objects in two and three dimensions. Pupils should learn about the achievements of great artists and designers.”

“Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.”

(Quentin Blake, Children’s Laureate)

Aims and Objectives

Art and Design is about developing the children’s creativity and imagination through providing art, craft and design activities that relate to the children’s own identity and experiences. (Article 29)

Art and Design offers opportunities to:

- Stimulate children’s creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- Develop children’s understanding of colour, form, texture, pattern and their ability to use a range of materials and processes to communicate ideas, feelings and meanings.
- Explore children’s ideas and meanings through the work of artists, craftspeople and designers.
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions.
- Develop children’s skills and concepts both within the classroom and outside using the school grounds and local environment.
- Work with enjoyment and commitment, taking pride in their personal achievements. (Article 31)

During Art and Design the children should:

- Explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture to represent their own ideas and feelings.
- Focus on the work of artists, craftspeople and designers by asking and answering questions like: ‘What is it like?’ ‘What is it made from?’ ‘How is it made?’ and ‘What do I think and feel about it?’
- Have opportunities to observe and engage with visiting artists.
- Look carefully at images and artefacts from the past, present, from other cultures and record from first hand experience.
- Use increasingly appropriate and expressive language.
- Have opportunities to use and develop their ICT skills and select appropriate techniques.

Organisation and Delivery

The Early Years Foundation Stage

Creative Development in The Early Years covers a variety of experiences and introduces a wide selection of techniques to build a solid foundation of skills in art and design. The children are encouraged to be imaginative and creative and to make connections between one area of learning and another.

A selection of artists are studied throughout the year for example Henri Rousseau, Hokusai and Nastia Calaca.

Year 1 and Year 2

The National Curriculum Art and Design programme of study is divided into four main themes:

- **Exploring and developing ideas**
- **Investigating and making art, craft and design**
- **Evaluating and developing work**
- **Knowledge and understanding**

All these strands need to be combined to achieve breadth, depth and quality in the subject.

Art work is marked on the medium to short term plans and blocked in on the termly over-views, and the curriculum map.

Examples of artists, craftspeople and designers studied include Lowri and Turner, Van Gogh and Lieve Verschuier .

Whenever possible Art and Design is to be cross-curricular, including ICT skills. For example work in the style of David Hockney developing mouse control in Reception.

All children irrespective of background, race, gender and ability have equal access to the Art and Design curriculum.

All children are to be encouraged to reach their full potential through differentiation. This is achieved by: The support provided by adults (individually, groups, class), expectations of the children, materials and tools provided, time allocated to complete an activity.

All children should follow the progression of skills in Art and Design, see below.

	Reception	Year 1	Year 2
Drawing	<p>Explore and experiment with a range of drawing materials both wet and dry media.</p> <p>Develop mark making to express their ideas and feelings.</p>	<p>Use a variety of tools, incl. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Explore mark making to start to build a mark making vocabulary</p> <p>Begin to explore the use of line, shape and colour through both observational drawing and experimental drawing</p>	<p>Draw from memory, imagination and observation – using a range of fine media to develop control of line, shape, colour, pattern and tone.</p> <p>Experiment with visual elements by layering different media, e.g., oil and chalk pastels, felt tips, charcoal and fine point pen.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>
	Reception	Year 1	Year 2
Painting	<p>Use a variety of tools; brushes of a range of sizes, sponges, fingers, hands, sticks and invented or found objects to explore and experiment with paint and mark making with paint.</p>	<p>Creating colour by learning how to mix and apply colours in different ways – using water based and other wet and dry media to explore wash, strokes, mark making.</p> <p>Use a variety of tools</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Mix and match colours using artefacts and objects with control and developing skill.</p>

	<p>Explore and play with mixing primary colours to make secondary colours.</p> <p>Experiment with matching colours with what they see and what they want to represent and be able to name these colours.</p>	<p>depending on task and intention – using brush, sponge, fingers, hands, sticks and invented or found tools.</p> <p>Mix and match colours to artefacts or found objects.</p> <p>Name primary colour and know how to mix secondary colours.</p> <p>Work on different scales.</p>	<p>Experiment with tools and techniques, incl. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g., large brush on large paper etc.</p>
	Reception	Year 1	Year 2
Printing	<p>Explore and experiment with simple print techniques such as imprinting textures and rubbings using a range of objects including found objects e.g., leaves, sponges, reels, textures.</p>	<p>Make marks in print with a variety of objects, including natural and man-made.</p> <p>Carry out different printing techniques e.g., monoprint and block print.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, incl. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>
	Reception	Year 1	Year 2
Textiles and collage	<p>Explore and experiment with tearing and cutting of a variety of paper, textures and material.</p> <p>Experiment with weaving.</p>	<p>Use a variety of techniques, e.g., weaving, finger knitting, fabric crayons, sewing and binka</p> <p>How to thread a needle, cut, glue and trim material</p> <p>Use a wide variety of media, incl. photocopied material, fabric, plastic, tissues, magazines etc.</p>	<p>Use a variety of techniques, incl. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>Create textured collages from a variety of media.</p>
	Reception	Year 1	Year 2

3D form	Enjoy handling, feeling and manipulating a range of materials including clay and Modroc.	Manipulate clay in a variety of ways, e.g., rolling, kneading and shaping.	Manipulate clay or other malleable media (Modroc) for a variety of purposes, incl. thumb pots and models.
	Construct using a range of materials e.g., junk modelling.	Explore sculpture with a range of malleable media, especially clay.	Build a textured relief tile.
	Build constructions from architectural stimulus.	Experiment with, construct and join recycled, natural and man-made materials.	Begin to explore glazes.
	Develop joining techniques e.g., adhesive tape and glue.	Explore shape and form.	Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
	Reception	Year 1	Year 2
Digital Media	Take photographs including self-portraits. Explore Apps such as painting Apps to create an image.	Explore ideas using digital sources e.g., lens, screen and projection Record visual information using digital camera and recorders.	Explore ideas using digital sources e.g., lens, screen and projection Use simple graphics package to create an image and manipulate an image.

Assessment and Evaluation

Assessment is used to monitor the children's progress and inform future planning. Children are given oral feedback on their work and knowledge and skills are assessed.

Examples of children's designs, work and photographs of children working are displayed throughout the school. Sketch books are used to record in school and examples of artwork are kept on Evidence me (an assessment tool on the iPads).

The assessment and evaluation of the children's Art and Design work is sometimes shared with the parents at parent consultations and in the end of year report. The children have opportunities to evaluate their own work and that of their peers. For example, show and tell in Reception and two stars and a wish in Year 2.

The Role of the Art Co-ordinator

- To support all staff in the planning, delivery and assessment of Art and Design in school.
- To monitor, evaluate and improve the provision of Art and Design throughout the school.
- To manage and develop all Art and Design resources and storage areas in the school.
- To keep up to date with current developments through attending courses and disseminating this information to the staff.
- To review and revise the Art and Design policy within the school's revision programme.