



## Art and Design Intent, Implementation and Impact in Suffield Park Infant and Nursery School

### **Intent**

At Suffield Park Infant School, we strive to inspire our children to express their individual interests, experiences and creativity through art and design. We aim to foster the curiosity and confidence to experiment with a wide range of techniques and to appreciate the value of this exploration as an art process in itself. We encourage children to find their own pleasure in both learning about art and being an artist. By broadening their awareness of the work of artists and designers, our children will learn how creativity and ambition contribute to the history and culture of a community or nation. Through engagement with our unique seaside location, our children will develop awareness for how art and design is ever present in their surroundings and how coastal landscapes offer a unique opportunity for drawing, painting or sculpture. We encourage children to exhibit their own work, view the work of others in the community and also aspire to introduce them to art from the wider world. We will equip our children with the vocabulary needed to be able to share their opinions, evaluate their own work and make considered and respectful comments to others.

### **Implementation**

In the Early Years, the Development Matters areas of *Exploring and using media and materials* and *Being Imaginative* provide the foundations for the delivery of our Art and Design provision. Our Early Years Practitioners support learning through demonstration, vocabulary rich discussion and enabling play environments.

In Key Stage 1, Art and Design is taught following the aims and content of the 'National Curriculum' on a rotation with Design and Technology, every other half term. It is taught as a discrete subject but it is also integrated into other curriculum areas to create meaningful topic based learning opportunities. Our Power of Reading books are used to support how to draw in the style of an illustrator and encourage children to recognise this unique style in other books. Lessons are delivered in a multisensory way with visual, verbal and practical teaching strategies employed. We recognise that prior learning is the foundation for skill progression and explicit links are made between areas of learning. This allows children to make connections between art history, techniques, and artists. Key terms and meanings are presented by making them part of their "environmental print" in the classroom. The

expectation being that the children will use this key vocabulary in discussions and in self review of their practical skills.

As the children move through school, they revisit concepts with increasing levels of depth. This enables them to develop an awareness of their own artistic progress in terms of both skill and confidence. Children are encouraged to choose art techniques for a purpose and in doing so apply their knowledge of skills taught. Through this they develop the resilience to experiment and learn from the choices made.

Power points are used to introduce the children to artist biographies through which they learn about the life of famous artists, their personal ambitions and artistic challenges. PowerPoint resources are also used to introduce step by step instructions for techniques such as colour mixing. This information is presented at a reading level that makes it accessible to most children within art lessons and is supported with images. Morning challenges and topic based home learning are used to review topics taught, for example sequencing sentences for an art technique from a recent practical lesson. Children are also encouraged to use the library and technology to engage in further topic research as home learning challenges.

The children's learning is further enhanced with whole school 'Big Art' days dedicated to the different styles and techniques of a range of artists. A whole school assembly is used to introduce a topic but is intentionally open ended in design to allow for personal interpretation at class, group or individual level. We recognise that our staff and community volunteers are role models for our children. Their own approach to new experiences or personal passion for art can inspire children to develop their own interests and areas of enjoyment.

### **Impact**

- For all children to acquire the age appropriate related knowledge and skills linked to the Art and Design curriculum at the end of Reception and Key Stage 1 so they will be well prepared for their next key stage
- To foster confidence, resilience, ambitious creativity and enjoyment for art and design in our pupils and the school community
- Art will be celebrated as a form of expression and a way to share ideas, experiences and imagination within school and the wider community
- Children will be confident in selecting and using a range of materials in their work
- Children will develop the ability to use a wide range of art and design techniques including use of colour, pattern, texture, line, shape, form and space
- Children will know about the work of a range of artists, craft makers and designers, describing the differences and similarities and make links to their own work

- Children will be able to talk about and evaluate creative works using the language of art and design taught through topic vocabulary
- Children will be prepared for their own future success by raising their awareness of how art is an appreciation of human creativity and achievement – Cultural Capital