



# **PARKLANDS INFANT AND NURSERY SCHOOL**

## **ART and DESIGN**

### **POLICY**

Approved by the Governing Body of Parklands Infant & Nursery School

September 2025

Signed: \_\_\_\_\_

Mrs S Evitts (Chair of Governors)



**Parklands Infant and Nursery School**  
**Art and Design and Design and Technology Policy –September 2025**

**Section 1: Introduction to the Policy**

**Purpose**

The purpose of this policy is to describe our practice in Art and Design the principles upon which this is based.

**Aims**

This policy sets out to ensure consistency in the teaching and learning within Art and Design across the school. This is to ensure that pupils are equipped with a stimulus for creativity and imagination which provides visual, tactile, and sensory experiences and a unique way of understanding and responding to the world around them. Pupils use colour, form, texture pattern and different materials and processes to communicate what they see, feel, and think. Through Art and Design activities they learn to make informed value judgements and aesthetic and practical decisions. They explore their ideas and meanings in the work of artists and craftsmen. They learn about the diversity of art in different cultures. Understanding, enjoyment and appreciation of the visual arts have the power to enrich our personal and public lives.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.



**Consultation**

The policy was put together by Joanne Bowler in consultation with teaching staff, pupils, and school governors.

**Section 2 Intent**

Here at Parklands, we value and are dedicated to the teaching of art. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our pupils. Our pupils will learn through a progressive skilled programme of work that enables them progress and develop their creativity and understanding the subject ' Art' We believe that by developing this, will help pupils become more confident sharing their unique ideas. They'll become more resilient as they experiment, they will gain new valuable knowledge which they will openly share. Pupils will have fun learning about artists as they develop into their own artist. Art is beneficial for social and cultural reasons.

Opportunities in art helps us to understand ourselves, others, and the world around us. We see the delivery of art is to support learning in a range of ways. We can contribute to the quality of our children's lives, both within and beyond school.

### **Section 3 Implementation**

#### **Roles and Responsibilities**

The Art leader is responsible for providing an overview of the subject across the school to inform staff planning and to give advice, in which the curriculum can be delivered in an effective and engaging way. The success of an enriched art curriculum depends on a solid long-term overview which reflects the pupils it is delivered to. The long-term plan feeds into the medium-term plans ensuring that clear guidance of the expected coverage is achieved. Art leader works alongside staff to present long term, medium term, and knowledge organisers. The Art leader uses their up-to-date knowledge to support and monitor every aspect of the art curriculum, as well as having an overview of moderation and assessment to ensure the correct standard is being reached. They are responsible for ensuring that an overview of the subject is available on the school website. The Art leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The Art leader is responsible for the planning and implementation of any subject specific events which are ran in the school.

Individual teachers are responsible for the day-to-day planning, delivery and assessment of the Art curriculum.

The relevant governor is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

#### **Impact**

Our children enjoy the self-expression that they experience in both Art and Design. They are always keen to learn new skills and work hard to develop those skills shown to them. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own artwork, whilst beginning to understand what being an 'artist' means. The teaching of art is underpinned by Nation Curriculum and Early years framework. The children's art and design is very often cross-curricular and helps them to develop and transfer many of their new knowledge as well as show their progression in knowledge and developing creativity.

#### **How are Fundamental British Values and SMSC development promoted through art**

We will ensure that these aspects and values are integrated into and fostered through the children's education in Art and Design at Parklands.

##### Spiritual Education

Through a well-balanced curriculum, Art and Design provides a variety of opportunities for children to express themselves through a range of media and processes. They are encouraged to respond to the world around them and natural phenomena such as the changing seasons.

##### Moral education

Through Art and Design activities at Parklands children have opportunities to encounter visual images which evoke a range of emotions and raise questions. They can see how artists and crafts people express their feelings through drawing, painting, and 3-dimensional work.

##### Social education

In Art and Design children frequently can work in groups, supporting each other in forming ideas and working towards a common outcome. They listen to others' ideas and can

cooperate and share expertise. They begin to learn how Art and Design impacts on society through public exhibition and the media.

#### Cultural Education.

Art and Design provides excellent opportunities for children to experience work by artists and crafts people from a variety of cultures. Visiting artists come to the school and children can use these as inspiration for their own work. Through looking at the work of visual artists they can have a range of viewpoints and influences.

#### Democracy

All children can take part in creative activities, regardless of ethnicity, gender, or ability. They have opportunities to be involved in decision making processes regarding their learning and particularly in group activities.

#### Individual liberty

Art and design provide many opportunities for children to make choices and express personal preferences. They can control the direction of their learning in making art and explore subjects and processes of interest to them.

#### The rule of law

Whilst creativity allows for personal expression, children are taught to use materials and tools with care to ensure the safety of others. They understand the need for compliance with rules to ensure that they can work together.

#### Mutual respect and tolerance.

Children are taught to respect each other, and adults, and to base their behaviour on the 'Parklands Person' principles. They learn that everyone is different, but everyone is equally important. We help children to develop their awareness of people's differences and similarities, and to value the rich diversity of the human race. Creative experiences teach them that there is a wide range of possibilities and there are no right or wrong answers. They learn to evaluate their own and others' work and respect opinions.

### **Planning**

Planning in art is part of the whole school planning process using 'Focus Learning Challenge Curriculum' Art is planned on long term plans, medium term plans, which supports teachers to plan their weekly lesson. This ensures a clear sequence of learning that covers the expected objectives and ensures continuity across all key stages. To allow pupils to gain disciplinary with the substantive knowledge that will continue to develop and evolve through every key stage.

### **Early Years Foundation Stage**

The Early Years Framework is used to assist staff in the delivery of the art curriculum. Art and design is delivered as part of the Expressive Arts and Design area of learning. This allows our pupils to be gain early opportunities in art. Art is part of a topic-based curriculum, pupils are given the opportunity to take part in activities which allow them to explore the elements of colour, line, shape, pattern texture and form. They begin to develop skills of control of marks, mixing and applying colour, cutting, shaping, and joining materials, moulding malleable materials and observation. The foundations of 'Learning Challenge Curriculum' They work on a small and large scale and cooperate with others. Opportunities are provided both indoors and outside. They are introduced to the work of other artists and begin to develop cultural awareness.

### **Key Stage One**

Art will be planned as part of the Learning Challenge Curriculum. Whole school long term planning ensures curriculum coverage and progression. Medium term planning is the responsibility of subject leader to ensure coverage, with a joint consultation to discuss the impact and progression. A good medium-term plan allows teachers to compile their weekly plan. Plans will all contain expectations of the disciplinary and substantive knowledge that will be taught and revisited to ensure progressive knowledge.

## **Teaching and Learning**

Emphasis is on guided discovery through first hand experiences using a variety of materials and processes. Children learn skills which underpin the development of their creativity. Pupils are taught through three elements of art, drawing, painting and sculpture. Which will be revisited in every key stage to allow development and refinement of the skills needed. They become aware of the work of other artists and begin to make valuable links with their new knowledge. Pupils are encouraged to talk about the work they explore and their own creations. Pupils can work on projects in groups and reflect with their peers about their own work and the work of artists. They learn to evaluate their work and understand how they can change it if appropriate.

As a school and in accordance with the National Curriculum's expectations and Our Learning Challenge Curriculum we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing painting, sculpture, and other art techniques.
- Evaluate and analyse creative works using the vocabulary of art.
- Know about great artists and sculptors and understand the historical and cultural development of their art forms.
- Experience working with artists and other professionals linked to art.
- Can develop links with outside agencies and experts, including the local church and local schools, to enrich our pupils understanding of art.
- Develop substantive knowledge and disciplinary knowledge within the subject of art.

Pupils' knowledge is celebrated within the school environment. working walls and subject specific boards allow us to share with everyone our growing creativity and growing knowledge.

## **Parent/Carer Partnerships**

Parental involvement is encouraged, with attention drawn to activities via newsletters, Tapestry (online journal), Dojo and information on the website. Homework may involve research or practising a particular skill. Focus meetings are available to discuss progress and support their children in school, to contribute any skills and knowledge they may have in an area being taught. Parents are invited to class celebrations of work as a culmination of learning covered each term.

## **Assessment**

Assessments are carried out through a mixture of informal observations, interaction with the child, Pre learning tasks allow a good starting place. Art is assessed at the end of Autumn, Spring and Summer term.

## **EYFS**

Assessment in EYFS by continuous observation, listening and interaction with the child. Learning is recorded using online journal Tapestry and focus child tasks. Throughout the Early Years Foundation stage their progress is tracked against the age-related Development Matters statements. Each child's experience of the world is different, the role of the adult is to recognise the need for sensitive intervention to extend their learning appropriately. To encourage self-evaluation and critical appreciation, children are given the opportunity to talk about their work in terms of what they have learnt to do or discovered in the process of creating. Moderation is completed within this area to ensure that staff have a good understanding of pupil's achievements.

## **Key Stage One**

Assessment is gathered from observation, class discussion and feedback marking. Evidence of achievement will be seen in pupils work and ability to talk about their work and share their knowledge. In house moderation takes place to ensure the correct knowledge and skills are being taught.

## **Monitoring and Review**

The planning for Art and Design is reviewed by the Art leader to ensure coverage and progression. Curriculum meetings are held periodically to promote staff awareness and develop their knowledge and skills, to ensure quality of teaching and learning in Art and Design throughout the school. In addition, observations, work sampling, learning walks and pupil voice sessions are carried out, which enable the subject leader to propose developments to enhance teaching and learning. These are planned according to the subject review timetable. All monitoring is shared with staff both individually and at curriculum meetings.

The governor with responsibility for Art and Design is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

## **Child Protection and Safeguarding**

The Art Policy adheres to our school Child Protection and Safeguarding Policy

## **Health and Safety**

Before each Art and Design lesson, we teach and model how to use equipment and resources safely and with respect. It is key that pupils understand how to use equipment, resources, and our facilities respectfully. We recognise the role Art and Design plays in pupils' mental health. Artistic expression is used throughout the school as a method to help pupils relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly.

## **ICT online safety**

If you want to record photos or videos of children during your activity, we follow child protection and safeguarding protocol.

## **Inclusion for those with Special Educational Needs and Disabilities (SEND)**

To make art and design lessons inclusive, teachers need to anticipate what barriers to taking part and learning activities, lessons or a series of lessons may pose for pupils with SEN and/or disabilities. In planning an intervention where you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peer, it is acceptable that some modifications or adjustments could need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

## **Other Documents and Appendices**

The Art and Design policy should be read in conjunction with NC in England: Primary Curriculum, EYFS Statutory Framework, EYFS Development Matters, Teaching and Learning, Assessment, Child Protection and Safeguarding

This policy was written by: Joanne Bowler

## **Governor Approval and Review Dates**

The policy is to be reviewed annually.

## APP 1

EYFS CURRICULUM OVER VIEW 23/24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topic focus	Incredible me in the world	Let's celebrate	Once upon a time	Down at the bottom of the garden	Wheellie good fun	At the seaside
Reception Topic Focus	Marvelous me/Autumn exploration	Festival fun	Winter wonderland	Toy time travels	Fields and Forests	Commotion in the ocean
Nursery Expressive Art and Design	Explore using blocks of colour. Explore using mark making tools		Explore mixing colours. Explore textures and materials. Manipulate materials to change shape and form		Enclosing lines to create shapes.  Plan to create and change shape using different media	
Reception Expressive Art and Design	Explore line making with different media. Select different material for creating		Select correct colour for purpose		Select techniques to achieve an outcome	
Year One curriculum overview						
Art	<u>Drawing</u> How are lines and shapes used in drawing		<u>Painting</u> What are Primary and Secondary colours?		<u>Sculpture</u> How can we manipulate malleable materials?	
Year Two curriculum overview						
Art	<u>Sculpture</u> How can we create art with natural materials?		<u>Painting</u> How can paint be used to create different effects?		<u>Drawing</u> How are landscapes created?	