



# Downs Infants Curriculum Statement Art and Design



*'Art helps us see connections and brings a more coherent meaning to our world.'* Earnest Boyer, President, Carnegie Foundation.

| Intent   | Implementation   | Impact   |
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| <p>What will take place before teaching in the classroom?</p>  | <p>What will this look like in the classroom?</p>  | <p>How will this be measured?</p>  |
| <p>At Downs Infant School we believe that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.</p> <p>Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.</p> <p>Our principal aim is to develop the children's knowledge, skills, confidence and understanding in art and design. We are committed to provide a creative, cross curricular approach to our programmes of study that reflect the diverse world we live in, including SEND, culture, race and gender and aim to give our pupils opportunities to study the Arts from a wide variety of different perspectives. The appreciation and enjoyment of the visual arts enriches all our lives.</p> | <p>We implement an Art &amp; Design curriculum that offers the children to build upon the prior learning throughout the two key stages at Downs Infants. We encourage creative work in the Reception classes, as this is part of the EYFS. We relate the creative development of the children to the objectives of Exploring Media and Materials and Being Imaginative as set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.</p> <p>While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work so that there is increasing challenge for the children as they move through the school.</p> <p>Progression documents and medium term plans inform teachers of the overview of the subject. Year groups plan for each lesson weekly in detail. These list the specific learning objectives for each lesson and gives details of how to teach the lessons.</p> <p>The teaching of Art &amp; Design follows a cross curricular approach and evidence of this can be seen in areas such as English, History and Geography etc. Skills teaching mostly takes place in class or where appropriate, out in the field, such as on school trips. Children are provided with opportunities to express ideas and experiment with media, colour and texture in sketchbooks and larger pieces. A wide variety of resources and materials are available to support the delivery of taught lessons and to encourage the children's</p> | <p>Art plays an important role in the children's development at Downs Infants. It has a high profile on the curriculum and it is woven throughout many things we do. Sketchbooks provide the children opportunities to reflect upon their learning and progress across the three years spent at Downs Infants. They are given opportunities to utilise the sketchbooks and to spend time discussing what they have achieved, learned and how to make improvements.</p> <p>Children are proud of their artwork when it is displayed in the classroom or the wider school environment and are keen to show others.</p> <p>In Reception, Tapestry is used to assess and record observations of children accessing the 'Expressive Arts and Design' element of the curriculum and this is celebrated with parents and carers.</p> <p>Throughout Key Stage One, Art &amp; Design is assessed whilst observing the children working during lessons. As Art and Design are difficult to assess over a short period of time it is beneficial to look at the progress made over a term or at the end of a unit of study. Progress made by individuals is made by assessing work against the learning objectives and children are also encouraged to self-assess.</p> <p>Year groups moderate artwork at the end of each unit and the subject leader is involved in learning walks throughout the school that includes teaching observations, book scrutiny and pupil voice. This then informs future planning and subject development.</p> <p>The teacher makes an assessment of progress for each child three times a year, as part of the child's report to</p> |

use of imagination in drawing, painting, printmaking, sculpture, clay, collage etc. The children are introduced to famous and not so famous artists, and are able to make connections with their learning and across other subjects.

parents. We pass this information on to the next teacher at the end of the year.