

Practice Guidance for Art and Design

Why is Art and Design important to the children in our school?

At Cavendish Close Infant and Nursery School we believe that it is a child's right to experience Art and Design, and recognise it as an essential part of a child's growth and development. Art and Design is a vehicle to stimulate curiosity, and imagination, and supports the development of visual communication skills. Children show enjoyment when engaging creatively, and understand that the creative process is just as important as the outcome. It also harnesses diverse life skills and learning values such as critical thinking. It naturally leads children to ask themselves questions, make choices, be innovative and solve problems as their work progresses, helping self-confidence and resilience. Creativity cultivates well-being, as an outlet for releasing stress and anxiety, by delivering experiences that are calm and the children can be in control and take ownership in their own creative journey. It helps young learners to create connections, understand their world and their place in it. As well as a providing a safe space to discover and explore their own identity and uniqueness through self expression; which is particularly important for those who may face barriers in other subjects or struggle to verbalise their own internal dialogue or emotions. It is proven to enhance learning in all subjects and positively impacts all learning. Through creative experiences our children practise their handling, moving and control skills. Art and Design provides a platform where making mistakes is integral part of the process and is celebrated as an opportunity for development. Everyone can achieve; there is no right or wrong.

What is Art and Design?

In the EYFS Statutory education programme, 'Expressive Arts and Design' is implemented through the development of children's artistic and cultural awareness which 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.

Expressive Arts and Design
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;
- 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.

In KS1 Art, craft and design education embodies some of the highest forms of human creativity. Our high-quality Art and Design curriculum engages, inspires and challenges 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.

Cavendish Close Star Curriculum:

Cavendish Close Infant and Nursery School	
Our STAR Curriculum for Art and Design	
Early Years Foundation Stage: Specific Area of Learning: Expressive Arts and Design	
Our Intent for Art and Design	
At Cavendish Close Infant and Nursery School, our children will develop as Artists and Designers in a range of learning experiences that are underpinned by our key intentions for learning in Art and Design.	
Our intention is for our children to:	
1	Master our 10 Learning Values.
2	Develop their artistic and cultural awareness which supports their imagination and creativity.
3	Have regular meaningful opportunities to experience and engage with the arts.
4	Express themselves and communicate through the arts; recording, responding and interpreting their own experiences.
5	Experiment, invent and create their own works of art, craft and design.
6	Explore a wide range of media and materials.
7	Develop their core skills: drawing, painting and sculpture, explore the formal elements: colour, pattern, texture, line, shape, form, space and enhance learning with other skills: collage, printing and textiles.
8	Develop art, craft and design techniques.
9	Think critically and evaluate creative works.
10	Know about great artists, craft makers and designers that have shaped and enriched our history and culture.
11	Build knowledge and understanding as set out in our Art and Design Curriculum.
12	Build vocabulary as set out in our Art and Design Curriculum.
13	Use our enabling environment to support our Art and Design Curriculum. This includes: → 'Creative Workshops' in classrooms
14	Enjoy reading high quality books to support learning in Art and Design.

The content of Art and Design teaching and learning is set out in the 2014 National Curriculum for primary schools in England. Pupils are given opportunities to use a range of materials creatively to design and make products becoming proficient at the core skills: drawing, painting and sculpture. They also explore different techniques through using the formal elements: colour, pattern, texture, line, shape, form and space, as well as broadening the range of other skills: collage, printing, and textiles. Another important aspect of the Art and Design curriculum is learning 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.

Our approach to planning Art and Design:

Art and Design is planned as part of year group topics and through cross-curricular activities following EYFS and National Curriculum guidelines as set out in our Curriculum Overview and Intent Statement for Art and Design (see appendices).

Long term plans provide an overview of the Art and Design golden thread throughout the year. These are carefully planned to provide a broad range of meaningful opportunities, with clear curriculum mapping and sequential progression.

Objectives are included in medium term topic planning. Individual Art and Design lessons are planned in detail in a whole class format as part of weekly topic planning. This approach enables our children to make meaningful links and connections in their learning and to build on and embed their prior learning over a short period of time. Art and design links in provision are planned to enhance learning and provide opportunities for self-exploration by posing open-ended questions/ prompts, such as “I wonder how many shades of blue I can make” “I wonder how many different marks can I make with a pencil?” As well investigation activities provided on the ‘Choice Board’ where children independently choose tasks within provision. Art and Design is also planned for through homework challenges and half-termly in class showcases.

Essential resources for Art and Design:

Every classroom has a designated ‘Creative Workshop’ equipped with a range of tools and materials easily accessible to children. These areas have supportive materials such as vocabulary, and knowledge mats, as well as relevant Art and Design language on display, as labels, and in relevant books.

Our art resources are organised with regular stock takes to ensure the correct tools and equipment are available. Tool boxes for different techniques can be checked out by staff, for example the ‘drawing box’ has various different related tools to enable teachers to provide specific drawing exploration opportunities.

Every child in the school has a sketchbook which they are encouraged to take full ownership of. They also have a portrait book that moves with the child through their time at our school – making 2 self-portrait works a year.

We invest in quality materials and tools that support the children in their learning. We use other resources such as gallery views, artist lead sessions, and visitors to enhance our cultural capital and Art and Design offer.

Each classroom has Ipads with access to J2E app which provides opportunities to develop digital creative skills.

See appendices for detailed audit of Art and Design resources.

Our approach to teaching and learning in Art and Design:

Art and Design is taught across the academic year in all year groups using a Mastery approach with a 'Learning Without Limits' strategy.

In EYFS it is taught through two main areas: 'Creating with materials' and 'Being Imaginative and Expressive' following guidance from the 'Development Matters' (non-statutory) and 'Early Years Foundation Stage Statutory Framework' documents. In Key Stage One Art and Design is taught through following guidance from the KS1 National Curriculum.

Teachers model and scaffold learning, celebrating every child as an artist and an individual, and therefore creating outcomes that are inherently unique. Art and Design is taught through explicit teaching as well as opportunities for learning and exploration in provision. In provision children are given opportunity for independent investigation and self-lead expression in the Creative Workshop, this may be instigated by a question or challenge set by an adult. We endeavour to expose children to many different ways of working (tools, materials, artists styles) so they become more experienced.

We have an annual Art and Design Week over the academic year where children's learning is largely focused on the Creative Arts subjects – Music, Art and DT (also incorporating Dance and Drama). There is an expectation that all children across school will be explicitly taught Art and Design vocabulary using differentiated vocabulary mats and posters and knowledge mats developed by the Creative team (see appendix). Children are also given the opportunity to learn about the life and work of a broad range of artists, ensuring they represent a diverse range of backgrounds, genders, styles, genres, eras in time, location.

As part of Arts Week and at the pinnacle of each half term children are given the opportunity to celebrate and share their learning in a showcase activity.

Art and Design in the learning environment:

Art and Design is an integral part of every classroom provision in the 'Creative Workshop' spaces, which are equipped with tools and materials easily accessible to the children.

The teaching and learning of Art and Design is evident in all classrooms with vocabulary posters and mats, children's work and photographs displayed as appropriate. Practising artists, styles and genres are regularly used as a stimulus for learning.

Children take pride in seeing their artwork as part of displays in public spaces around school.

Our approach to assessment in Art and Design:

Art and Design is taught and assessed using a Mastery approach. Art is very different to other subjects, as it is less formal and the very nature of creativity is largely subjective and a mode of personal expression that must be judgement free. Therefore, assessment tools must be used sensitively and gently. Staff understand that creative journeys have tangents and celebrate this.

The purpose of assessment is to both ensure pupils reach their creative potential and that the school offering is best it can be.

Teachers think carefully about what they are measuring, and ask themselves if the criteria is open and broad enough, and ensuring they are embracing, encouraging and celebratory. They ensure that they don't restrict the number of pupils who can succeed, which would make art less inclusive and less creative.

Progression presents as creative growth, which presents in a plethora of different ways within the Art and Design subject. We give the children permission to have no end point as the learning spirals and flourishes, organically morphing and changing into other areas for exploration. We provide layering of opportunities of processes, techniques, materials, concepts, awareness of other artists.

Progression is also made through the careful planning of the Art and Design elements, ensuring they increase and develop previous learning points in each lesson, topics, terms, years, to successfully build skills, knowledge and understanding.

Teachers skilfully use adaptive teaching to tailor the level and style of scaffolding and support within lessons to further increase the rate of progression.

Progression in art is rarely linear. As well as assessing if a child is able to reach technical objectives, such as 'I can create a print from a collagraph', there can also be more conceptual or behavioural progression, such as considering if the child is developing confidence or a sense of identity.

When assessing in Art and Design we consider if a child can mix, build and weave ideas, and display exploration, validation, reflection, trial and error, research, and use guidance to reach articulation, outcome, ownership, voice, agency. Some objectives are below:

I can articulate what I want to do, what I am doing, what I have done and why.

I can evaluate and reflect on my own work and those of others. Children have opportunities to develop and practise these skills, which are also embedded in our school growth mindset ethos and learning values. As standard lesson practise children are supported to identify and verbalise 'What Went Well' and 'Even Better If' strategies.

I can confidently experiment, partake in personal exploration and take creative risks.

I can express myself

I can listen and respond

I can work on and revisit work

I can identify and embrace unexpected outcomes.

I can take ownership of my work and feel confident about its value.

Teachers collect evidence for assessment through observing and having conversations with children and looking at their work. Evidence is collected in the form of: sketchbooks, portrait books, photographs of work in progress and finished work, as well as 'Success with Scissors' formal document which moves with the child through school.

Articulation: one to one, peer to peer, small groups, whole class. We remember that intention behind work is just as important as final outcomes – there can sometimes be a mismatch behind the intention and what we see, so it's vital that we talk about work at all stages. Teachers also gather this information by walking around the classroom, looking and listening to conversations, to understand where children are at. Assessment is done with the children, not hidden, but in conversation with the child. We don't assess single points out of context, as learning is in a spiral – we collect evidence rather than measure.

Staff use the following questions to develop understanding of pupils and build our assessment of their abilities:

- Tell me about that you are drawing and what/which artists inspired you.
- What might you do next?
- Tell me about the materials and techniques you are using.
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?

- Tell me about things you really liked or enjoyed.
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

Sketchbooks: as a conversational tool between pupil and teacher. We always check understanding and intention in addition to what we see in the sketchbook. There is no formal marking of the sketchbooks as we hold the belief that the sketchbooks belong to the children and they have ownership over them. Sketchbooks are used to facilitate exploration, as well as provoking discussion and reflection. Teachers use all this, in an ongoing process, as formative assessment, and use the information only to identify what is working for that pupil, and what their future creative learning needs might be. Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported.

Stem sentence prompts sheet are provided for the children at the front of sketchbooks to support children in reflecting or annotating their work, as literacy skills should not be a barrier to being creatively successful.

Development work: all the work produced along the way, before any final piece. Again, we check intention and understanding through conversation alongside what you see.

Final work: We are aware that “safe” final outcomes can hide poor learning journeys, and sometimes an excellent learning journey might not be reflected in the final piece. Progression is not linear and in art pupils can stall or make leaps for a variety of reasons, none of which need “marking”, though we do use these moments of progression to inform what that pupil needs to help them develop further.

Intervention in Art and Design:

As we teach Art and Design using a mastery approach, it is accessible to all children with varied outcomes and levels of support. Art and Design is used as part of our sensory provision for SEND children who require it, for example Lego therapy, colouring etc.

Art and Design across the curriculum:

As with all foundation subjects in our school, the teaching and learning of art takes place across topics with an emphasis on cross-curricular links. Art and design is incorporated consistently into daily classroom routines and is used to enhance learning in other curriculum subjects wherever possible.

Enrichment opportunities in Art and Design:

Creative Workshops – each year we welcome Art and Design specialists into school to provide workshops for our children. Over the year all children in EYFS1, EYFS2, Year 1 and Year 2 are given the opportunity to take part in workshops involving meeting real artists, and learning new creative art skills and enhancing their knowledge.

We currently offer a range of extracurricular activities including Jumping Clay, Art Club and Rock Steady music lessons. These weekly afterschool sessions are paid for by parents, with some funded places being offered to vulnerable children (Pupil Premium).

We work collaboratively with other organisations to provide new meaningful creative opportunities for the children to be a part of. The children are invited to take part in events such as competitions, and external art projects.

Each half term children are invited to produce creative work related to the topic at home. These are then put together with work made in school to create an exhibition showcase. Children have opportunity to visit other classes and explore their work. This creates a platform for discussion around important learning points that half term, as well as practising reflection skills considering what went well and what would be even better.

Other opportunities to show their work includes corridor exhibits and newsletter celebration galleries.

Art and Design References:

National Curriculum in England: Primary Curriculum
Early Years Foundation Stage Statutory Framework.
Early Years Foundation Stage Development Matters (non-statutory)

We use guidance and current best practise, from training and resources, through our memberships to:

Access Arts

NSEAD

Art and Design Appendices:

Art and Design Curriculum Overview

Art and Design Intent Statement

Sketchbook poster

Vocabulary posters (TBC)

Vocabulary mats (TBC)

Knowledge mats (TBC)

Classroom environment audit (TBC)

Resources audit (TBC)

This Practice Guidance was created by:

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Date: March 2023

Sketchbooks

A balance between:

A portfolio of finished artworks



A place to practise and hone skills, and to record ideas, inspiration, and explorations



A space for personal expression

Consider artwork that is done in stages, revisited or done over time.

Think about adding textures to the sketchbook pages such as photocopies, maps, text, wall paper. Sometimes a white page is daunting.

Sketchbooks can be places of personal discovery, and if the owner is willing, they can also be a tool to share ideas with others and provoke discussion.

Model and teach skills and then give children choices and freedom to express it their way.

Children can annotate and reflect on their findings. Stem sentences/ sentences starters at the front of the book. It could just be one word. It could also state their intention for investigation. E.g I am going to see how many shades of blue I can make.

It's good practise: NC says sketchbooks in ks2 create sketchbooks to record their observations and use them to review and revisit ideas.

Use mixed media. E.g photos, text, fabrics, stamps.

Include references to artists

As the work is predominantly visual, there are no right or wrong answers. In this subject, children **do** learn from mistakes and those should be valued as part of the working process.

Sketchbooks are a personal expression so please encourage the children to take full ownership of them.