

Rationale for Art/ Expressive Art and Design (EAD)

Our curriculum is designed to meet the expectations outlined in the National Curriculum and Early Years foundations stage (EYFS) statutory framework. To support the Early Years development, we use the Birth to 5 matters non-statutory guidance.

Intent:

At Bramley Infant & Nursery school, we believe that Art is a medium through which children can express themselves as they build their self-confidence and imagination. We aim to deliver a high-quality art and design curriculum which engages, inspires and challenges all pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children are introduced to a range of artists and their work. They use these stimuli to discuss their preferences, evaluate and inspire their own creations.

Children are encouraged to think critically to develop a rigorous understanding of the subject as well as an understanding of how art and design can be used and shown in different styles, for example historical contexts and to show different cultures. We have high ambition and expectations for all children ensuring strong cross-curricular links are made which supports them to become confident and enthusiastic artists.

Implementation:

Teachers plan using our overview of curriculum planning and our skills progression to create their medium term learning journeys therefore ensuring they are building upon children's previous learning.

When creating weekly planning, teachers will use their learning journey to ensure small steps of learning are followed sequentially.

Throughout the wider curriculum children's understanding of art and its relevant vocabulary is linked to other curriculum subjects, including RE, where culture and diversity of images is explored; reading, where illustrations are evaluated and used for inspiration; science where natural images are observed and recorded.

Art may be taught through a whole class session or through specific activities. In EYFS teachers will look at both creating with materials and being imaginative and expressive when planning. This may be delivered through some short whole class/group teacher modelling or continuous provision activities which children can independently access and explore.

In order to ensure children demonstrate their ability to 'know more, remember more, and understand more' pupils will explore and record their knowledge and understanding in a range of ways, these include but are not limited to using a variety of materials to produce individual or group art work; discussions and evaluations; class displays; pupils response and preferences to their and others' art work.

Staff will assess children's development and progress using observation and moderation of children's work. Pupil voice also supports teachers' assessment.

Impact:

By the end of Key stage 1

Children will know, remember and understand more in art as evidenced in their individual created pieces, in high quality artwork displayed around the school and through pupil voice.

Children will have had a range of experiences using a wide selection of artistic mediums and techniques.

Children will be familiar with a range of recognised artists.

Children will recall prior learning and apply it to current learning.