



**Hamp Nursery and Infants School**

**Art & Design  
Policy  
2025/26**

## **Introduction**

At Hamp Nursery & Infants school our curriculum has been developed to meet the requirements of the National Curriculum for KS1 and the Early Years framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery & Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

## **Rationale**

Art and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with knowledge and skills to experiment, invent and create their own works of art and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

## **Curriculum Intent**

At Hamp Nursery and Infants' School we intend to provide practical art experiences to allow children to express themselves. This will help to support the children's well-being.

Activities will be enjoyable, exciting experiences which encourage creativity and curiosity for all children.

Children will take part in art activities individually and collaboratively to encourage social interaction.

Children will take part in art activities which develop confidence and freedom to experiment with their own ideas through different mediums.

An essential experience will be developing drawing and painting skills. Topic based lessons every half term to include and build on drawing and painting skills.

Art experiences will also include sculpture, use of natural materials, textiles, printmaking, and an appreciation of work by a range of artists. The use of the outdoor environment will be valuable to use nature as a focus for art experiences.

Children should be given opportunities to discuss and evaluate own artwork and the work of professional artists. (Speaking and Listening skills.)

The aims of the Art and Design Curriculum at Hamp Nursery and Infants School are aligned with those of the EYFS Framework and the National Curriculum for Art and Design.

The national curriculum for art aims to ensure that all pupils:

Produce creative work, exploring their art and design aims to ensure that all pupils:

Produce creative work, exploring their ideas and recording their experiences.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Evaluate and analyse creative works using the language of art, craft and design

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

With reference to the National Curriculum for Art and Design for **Key Stage 1**

**Pupils should be taught:**

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

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.

In the Early Years Foundation Stage Curriculum: Art experiences are planned through the area of **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.

Show their creations, explaining the processes they have used.

**The Art and Design curriculum is overseen by the Art and Design Co-ordinator.**

### **Curriculum Implementation**

We have planned our curriculum around our '**Literacy Tree**' stories to be introduced with a different question to stimulate learning across all areas of the curriculum. Each of these "Story Plans" to include all areas of the curriculum and must be taught as a whole unit. We will teach this through whole class and small group work both inside and outside the classroom as appropriate.

The children will take part in Wow story starter days which allows the opportunity for children to explore art activities and use a range of materials, equipment and techniques.

## EYFS

<p>Cave Baby/ Bringing the Rain to Kapiti</p> <p>Plain</p>	<p>I am Henry Finch/Look Up!</p>	<p>Billy and the Beast/I want my hat back.</p>
<p>Talk about art mediums both natural and pastels, crayons, pencils, charcoal and wax. Make bark and leaf rubbings/printing. Use charcoal, wax crayons to make an observational drawing of a tree. Explore collage techniques including natural and man-made materials e.g. tissue paper. Explore manipulating clay to make animals.</p>	<p>Explore colour mixing techniques. Design own bird, share creation of designing process. Talk about the need for safety when using tools. Use materials to make a puppet from the stories, utilizing a variety of materials e.g. card, paper, felt</p>	<p>Draw different houses and homes. Add detail to drawings including windows, doors, brick patterns, chimney, roof using pencils. Use charcoal to draw a house from the past. Draw maps of the Billy's journey in the story through the forest and our journey to school. Use the clay to make a tile of our house/home.</p>
<p>The Extraordinary Gardener/The Tiny Seed</p>	<p>Night Pirates/Lost and Found</p>	<p>Naughty Bus/I will never eat a tomato</p>
<p>Artist Focus: Jackson Pollack: Colour splatting. Farm collages: Explore different natural materials e.g. straw, twigs. Create textures using tools and equipment e.g. forks, sponges, printing with paints. Use tools to explore mark making to create textures for a farm scene.</p>	<p>Use various resource mediums to make a drawing of an under the sea creature or collage; use of textured materials, tissue paper, wax crayons, pastels, crayons, charcoal, paint and water colours. Share drawings/painting techniques to make an observational painting/drawing of ocean objects e.g. shells, seaweed, pebbles. Explore sand sculpture. Look at the work of a sand sculpture artist. Create patterns in the sand using a variety of tools.</p>	<p>Make observational drawings of plants and vegetables. Look at artist 'Guiseppe Archimboldo and explore fruit/vegetable print faces. Discuss what a self-portrait is and make a self-portrait. Use real fruit and vegetables to make a self-portrait. Observational drawings of plants and flowers. Fruit and vegetable printing.</p>

## KS1 Year one

<p>Stanley's Stick/Dinosaur and all that Rubbish</p>	<p>Beegu/Pig the Pug</p>	<p>The See Saw/ The Odd Egg</p>
<p>Use a range of techniques for pattern and texture to investigate fossils and shells. Create spiral patterns to resemble shells.</p>	<p>Collage: Use appropriate materials, scissor control skills. Bodies: Draw a body with more body parts appropriately positioned. Draw faces with features in proportion, correctly shaped. Basic shapes: observational house drawings &amp; different buildings. Draw animals. Observational drawings of plants and trees.</p>	<p>To identify who Williams Morris is by exploring his work with textiles. To identify repeating patterns to butterfly printing and repeating leaf prints. Using polystyrene blocks, print repeating patterns on fabric to make tea towels or aprons.</p>
<p>The Comet/Astro Girl</p>	<p>Where the wild things are/Julian is a Mermaid</p>	<p>Izzy Gizmo/A Walk in London</p>
<p>Link to the idea of light and dark by extending colour mixing to name and explore different shades of the same colour. Use colour and shades of green plants, fading pictures. Do</p>	<p>Explore the work of Andy Goldsworthy and why he is significant. Look at his work using natural materials to create sculptures e.g. clay tree faces, leaf and stick sculptures.</p>	<p>Stained glass windows- use of tissue paper, painting cellophane/cling film, coloured cellophane.</p>

<p>observational drawings of jungle animals.</p> <p>Bodies: Draw bodies, including different body parts. Draw faces with features in proportion, correctly shaped. Basic shapes - observational house drawings and different buildings.</p>		<p>Create weather pictures; linked to science. Design and make a coat or arms-links to cultural awareness.</p>
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## Year two

Rosie Revere Engineer/ Iggy Peck Architect	The Last Stop on Market Street/ The Journey Home	The Minpins/ The Bear Under the Stairs
<p>Focus Artist: Banksy.</p> <p>Talk about graffiti art, link to bridges - common place for graffiti art. Look at a variety of graffiti art. Talk about urban art. Discuss how Bristol is a city. Banksy is an artist whose art originates in Bristol. Look at his work and create own graffiti/stencils. Create clay trolls/sculptures.</p> <p>Design your own troll.</p> <p>Observational drawing of river when visiting.</p>	<p>Watercolour pictures- pictures of animals. Look at pictures of the book that have been drawn and painted in watercolours. Discuss and investigate how to use watercolours, adult to model and show the children how to use them. Allow the children to experiment with watercolours. Children to draw and paint different animals and create pictures of different animals. Remembrance Day pictures. Sketching views on travel.</p>	<p>Equipment and resources used by an artist - End project = Painting on Canvas. Link to colour by looking at different artists who have painted observational paintings of flowers e.g. White Vase with Flowers by Redon, Bouquet of Roses by Renoir, Still Life with Irises by Van Gogh.</p> <p>Practise observational drawings of flowers and move to using different mediums. Create a final piece on canvas to be kept for end of year art exhibition.</p> <p>Ink wash painting- Traditional Chinese Prints.</p>
Jim and the Beanstalk/ We are Water Protectors	Lubna and Pebble/ Tadpoles Promise	Ocean Meets Sky/ Dear Earth
<p>End Project: Making fruit bowls out of clay or Modroc. Explore the different resources that could be used to create bowls and experiment so decision can be made about the best materials. Observational drawings of fruit in the fruit bowls they have made. Look at skills of observational drawing. Thinking about keeping in proportion etc. Looking at the art of Frida Kahlo (Mexican artist, paints fruit) -Link to history.</p>	<p>Artist Focus: Kadinsky: Link to spirals on snail shell by looking at the artwork of Kadinsky. Create a Kadinsky inspired sea scape to make a save the world poster.</p>	<p>Marbling- exploration of technique of using marbling inks to then create planets. Observation of the surfaces of the planets to select appropriate colours.</p> <p>The planets to be kept in use in the animation project.</p> <p>Create splatter paint/galaxy paintings. Create some nature art - using resources around the outdoor area to create different pictures and patterns etc.</p>

In addition to this, teachers have the freedom to plan with detail and attention to their individual children, therefore meeting the needs of EAL, SEND and gifted and talented. Learning can be scaffolded, and any individual needs can be supported where necessary. The learning process offers criteria for children either working at, beyond or towards the age-related expectations. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

This is a list of artists, art techniques and final projects that each year group will study throughout the school. As the children progress, they should build upon their art skills and learn from the work of famous artists. They should have the opportunity to explore and express themselves through using different art techniques, materials, and equipment.

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
<b>Artists</b>	Jackson Pollack Sand sculpture	Andy Goldsworthy William Morris	Kandinsky Banksy
<b>Art techniques</b>	Leaf printing Leaf rubbing Leaf art Colour mixing Drawing	Tree clay face Texture weaving Paper collage Colour mixing - painting animals Drawing	Watercolour painting Marbling 3D Modelling - fruit bowl Drawing
<b>Final project</b>	Tile	Weaving	Canvas

All classes to use a variety of art mediums, including:

- Wax crayons
- Pastels
- Charcoal
- Chalk
- Felt tips
- Colouring pencils

This is a list of drawing skills that are to be taught during each year group. This is to ensure progression. As the children progress, they should build upon their drawing skills. \*Each class provide the children with a sketch book to record the children's drawing experiences. This will be a valuable record to show the children's progression of their drawing skills.

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none"> <li>- Draw a simple person</li> <li>- Draw a simple face with features appropriately placed</li> <li>- Draw basic shapes</li> <li>- Draw a basic house using shapes</li> <li>- Draw an animal using shapes</li> <li>- Draw a basic tree</li> <li>- Draw a basic flower</li> <li>- Draw a picture of our mum. (Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a person with body parts appropriately positioned</li> <li>- Draw a face with features that are proportional and the correct shape</li> <li>- Draw a house from observation</li> <li>- Draw various buildings from observation</li> <li>- Draw realistic animals</li> </ul> <p>Make more detailed drawings of plants and trees</p> <ul style="list-style-type: none"> <li>- Draw a picture of our mum. (Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a person in proportion with detailed clothing and specific facial features</li> <li>- Draw a cityscape</li> <li>- Draw a townscape</li> <li>- Draw animals based on observations</li> <li>- Draw animals from different positions / viewpoints</li> </ul> <p>Scientific drawings of a leaf and a flower</p> <ul style="list-style-type: none"> <li>- Draw a picture of our mum. (Assessment)</li> </ul>

### Curriculum Impact

Providing an innovative curriculum linked to our 'Literacy Tree' stories, allows staff the opportunity to teach Art in innovative cross-curricular ways. We encourage collaboration through investigative and enquiry-based learning. The children will learn to use subject specific vocabulary as well as developing their communication skills by working together and sharing their ideas. Outcomes will be evidenced in sketch books, key group record, literacy books and on school displays. Samples of art work will be monitored throughout the year and objectives will be reviewed after each lesson. This evidence will show the children have been taught a broad and balanced art curriculum. Next steps for the children's learning will be shared to ensure children know how to develop their art skills.

Through planning and providing pupils with valuable art experiences the children will be able to express themselves creatively. This will encourage their self-esteem and well-being. They will have the opportunity to develop fine motor control skills through drawing, painting, printing and experimenting with different tools, materials and techniques. The pupils will develop observational skills to add detail to their artwork. The pupils will learn to appreciate the work of famous artists and their peers.

### **Speaking and Listening**

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as it's vital role in our Literacy Tree story activities, this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversation with children and with other staff.

### **SEND**

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small groups. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

### **EAL**

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

### **Gifted and Talented**

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented Co-ordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the Co-ordinator will plan enrichment activities where required in liaison with Class Teachers and Subject Co-ordinators.

### **Diversity and Equality**

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

### **Online safety**

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

### **Differentiation**

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners.

### **Outdoor Learning**

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum.

Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: **Mrs Sally Williams** - Autumn Term 2025

Approved by: Head

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Approved by Chair of Governors

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Review Date: Autumn 2026/2027 or in line with any statutory changes.

