

Wallace Fields Infant School & Nursery

Subject Story for Art



Intent:

At Wallace Fields Infant School and Nursery, we believe that art is a medium for children to express themselves this intern builds children's self-confidence and imagination. Children are given the opportunity to create using a variety of different methods and skills and will build upon these skills as they progress through the school. Children are taught a range of art techniques under the principles of the six main art skills: drawing, colour, form, printing, pattern and evaluating. Children are taught to think critically and evaluate their own work and the work of others in a constructive way. Teachers set high ambitions and expectations for all pupils ensuring strong cross-curricular links are made. By linking learning to a range of topics, we give children the chance to become confident and enthusiastic artists.

The National Curriculum for Art aims to ensure that all pupils:

- *Use a range of materials creatively to design and make products*
- *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *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*

Implementation:

- At Wallace Fields Infant School & Nursery, teachers have access to individually planned lessons, which are planned using our Art progression grids therefore building upon children's previous learning.
- During weekly planning in Key Stage 1, Art will be taught through a whole class 'teach' session or through a 'recall' activity. The knowledge or skill is clearly highlighted, along with 'teach' or 'recall'.
- In **Reception and Nursery**, teachers will look at 'Expressive Art and Design' when planning and delivering the Art curriculum. This will be delivered through a group activity or through a 'Discovery Time' activity. Teachers use group activity sessions to expose children to a new resource or skill. During 'Discovery Time' children are able to access the resources independently in order to 'recall' a new skill. Children also have access to self-selection trays, including different materials, paper, pens, collage and glitter; whereby they can independently create using their own imagination.
- Learning Journals are used in Key Stage 1. In the Early Years observations on Tapestry are used to document children's learning; to evidence 'progress' as the children demonstrate their ability to 'know more, remember more, and understand more'. Pupil voice is excellent evidence to support this.

Progression across year groups:

- **In Reception and Nursery**, Art is explored through the umbrella of 'Expressive Art and Design', where children begin their art journey exploring simple tools and techniques such as cutting paper, drawing lines to create objects and beginning to mix colours. Children are also encouraged to begin the process of evaluating their artwork by talking about what they could add next time or why they chose to do something the way they did. Children are exposed to key Art vocab including naming the resources they are using and colours.
- **In Year 1**, children will build upon their knowledge and skills from the Early Years. Children will begin to mix new colours for a purpose and find different shades of colours. Children will begin to explore drawing landscapes and have discussions about proportion and where the sky is. Children will use age-appropriate vocabulary to evaluate the tool and process used to create a piece of artwork.
- **In Year 2**, children will deepen their knowledge from Year 1 and become more independent in using pre-learnt skills. Children will use more complex techniques to create their artwork including use of shadows and light and dark; mixing colours without using black to darken and making many tones of one colour. Children will evaluate their own artwork and that of other artists using key vocabulary and processes used.

Impact:

- ✓ We will be able to see that the children know more and remember more in Art through evidence in their learning journals, in high quality artwork displayed around the school and pupil voice. We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.
- ✓ Learning Journals and Tapestry show a record of a variety of different art opportunities for children building on a progression of skills. Classrooms and displays showcase the children's artwork in a variety of ways.
- ✓ Children are confident to talk about their artwork, what they have done and any techniques they have used.

If you were to walk into an Art lesson at WFIS & Nursery you would see:

- ✓ Children who are keen to learn, who are using a range of materials and resources used throughout the year.
- ✓ Children who are proud of their work and keen to show it off.
- ✓ Children who are confident to talk about what they have done.

British Values and Spiritual, Moral, Social and Cultural Learning in Art:

Social: Children's artwork is celebrated throughout the school and is displayed in many areas. We encourage children to respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. We encourage children to work collaboratively and begin to understand that everyone is entitled to his or her own thoughts and ideas. Children participate in local art initiatives, Epsom and Ewell Art festival and The Royal Academy of Arts Summer Show.

Moral: Children show mutual respect to others work. Children are encouraged to show compassion when giving feedback to peers.

Spiritual: Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities

Cultural: Children have access to a variety of different artwork showing different beliefs and cultures. This leads to greater understanding of different ways of life and respect for cultures different to their own. Children Explore a range of festivals and celebrations from our own and other cultures

Pupil Voice:

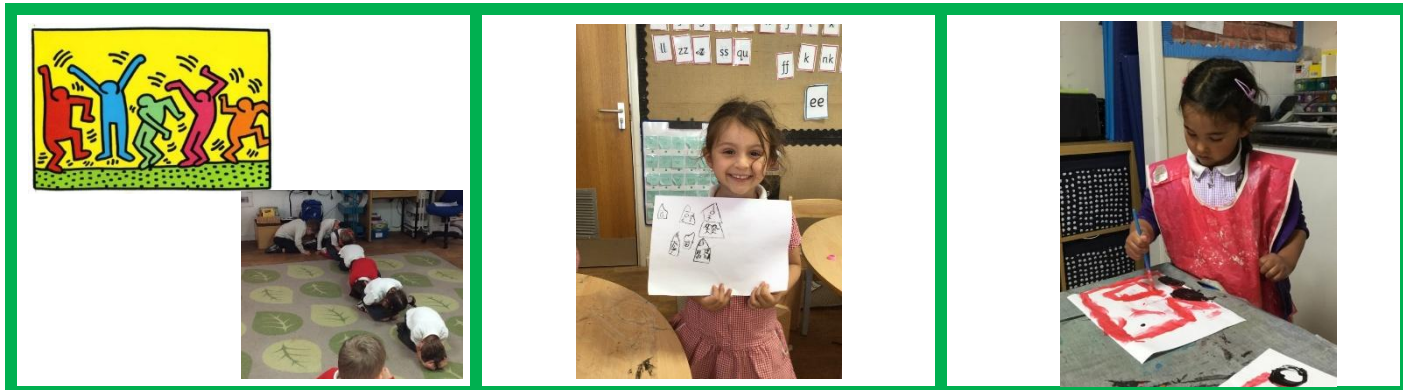
Nursery: *"I made a face, it's me!"*

Reception: *"Yellow and red make orange!"*

Year 1: *"I used tools to make decorations on my clay pot"*

Year 2: *"In Art you get to express yourselves with colours"*

Outstanding Learning Outcomes:



Successes in 2025-2026:

- ☺ Clearly sequenced curriculum
- ☺ Epsom and Ewell Art Festival
- ☺ *Young Artists Summer Show - More children submitted work for the Royal Academy Young Artists Summer Show.*
- ☺ *High Quality Artwork showcasing skills and knowledge.*

Priorities for 2026-27:

- ⇒ To continue to raise the profile of Music, Art and DT as part of the culture and ethos of the school and the local community.
- ⇒ To gain the Arts Mark Award