

## How we link Art to other areas of the curriculum

### EYFS

In the foundation stage, teachers use the Early Years Framework in conjunction with our progression of skills to help plan and deliver the Expressive Art and Design curriculum. Teachers use a combination of text drivers and the children's interests to create vibrant and fun learning adventures that seek to inspire learning through a combination of child-initiated play and formal teaching. Adult directed tasks will be designed and delivered to work on areas of need, such as fine motor skills, vocabulary gaps or lack of hands-on experiences. Although the directed task might be modelled using a given stimulus, the child is encouraged to create to whatever stimulus that interests them. Emphasis is placed on the process and skill rather than the final product.

Child initiated learning seeks to provide the child with the skills and resources to replicate the adult directed task, should the child wish to. However, if they prefer to use their learning and resources in a different way, this too, is encouraged and celebrated. It is during this type of learning that we tend to see children utilising skills they have learnt through other areas of the framework, as it encourages pre-planning, adaptation, evaluation, and problem solving. Children will make natural links to maths (for example, measuring, reasoning and calculation), speaking and listening, and understanding of the world (looking at ideas through history and RE, exploring how art is used in geography and replicating it, using science to select materials for their purpose). They will need to apply gross and fine motor skills to manipulate and achieve, as well as develop their personal and social skills through sharing, working together, resolving conflict, and helping others. Art is incredibly expressive, both verbally and visually, and we seek to encourage this through providing exciting experiences and opportunities in all areas of the environment.

At Stoke Park, our Early Years team have worked tirelessly with Early Years' experts and advisors to ensure they are delivering a high-quality curriculum that seeks to encourage children to make links between the different areas of the framework. It allows the teachers to plan and teach according to what the children need and in more than one area. Art is a natural path into these subjects, particularly for those who are not yet reading or writing and for those who lack the verbal communication skills to articulate their ideas and interests.

## Key Stage One

When your child reaches Key Stage One, Art is taught in isolation, however it is also encouraged as a skill in all areas of the curriculum. We also use a thematic approach with a termly over-arching theme (e.g. Animals, Castles, Traditional Tales) that acts as a stimulus for all subjects, including Art. The focus remains on the skills being taught, as well as the experiences the children need to have in order to achieve that skill, however, the stimulus will be linked to the learning they have been doing in other areas. We do this to continue encouraging those links between subjects and to provide a purpose that inspires.

During the process of creating, we encourage children to make links to other areas of the curriculum through questioning, repetition of vocabulary, and using key skills from other subjects, such as measuring, anatomy, colour mixing, observation and speaking and listening. Not only does this give the skill a purpose, but it also increases the children's ability to retain knowledge. Each subject has substantive knowledge that needs to be retained over your child's Early Years' and Key Stage One education, and art is one of the key areas in which this knowledge can be committed to memory.