



# *Art and Design* Policy

## Document Control

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# Contents

- Document control ..... 2
- Purpose of study..... 4
- Art and design at Key Stage 1 ..... 4
- The Early Years Foundation Stage ..... 4
- Curriculum content and planning ..... 5
- Teaching and learning style ..... 5
- Special educational needs and disabilities and equal opportunities..... 6
- Resources ..... 6
- Funding..... 6
- Assessment ..... 7
- Role of the subject leader ..... 7
- Display..... 8
- Extra-curricular activities..... 8
- Monitoring and review ..... 8

## **Purpose of study**

"Art, craft 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 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." - National Curriculum 2014

## **Aims at Key Stage 1**

As a Federation and in accordance with the National Curriculum's expectations, we aim to ensure that all children in Key Stage 1:

- 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.
- Learn 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.

## **The Early Years Foundation Stage**

We ensure an emphasis on creative work in the Reception classes as this is part of the Foundation Stage curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children in the Early Years Foundation Stage.

The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity.

Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## Curriculum content and planning

As an integral part of school life, art and design subjects are embedded in the school's ethos and planning mechanisms. These may be taught as discrete subjects or may form part of a wider topic approach.

Art and design time is managed effectively and creatively allowing children sustained time for some work. This includes cross curricular projects which can be blocked or allocated time on a weekly basis.

An 'Art Week' is planned each year on a chosen theme, the culmination of which is an exhibition for parents/carers to view.

Class teachers are responsible for teaching art and design, although there will be times when professional artists/helpers will be involved in the teaching of the topic.

## Teaching and learning style

The Federation uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design.

We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities.

Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.

- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.

## **Special educational needs and disabilities and equal opportunities**

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art and design are planned which allow children to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the Federation's equal opportunities policy, all children will have an entitlement to all aspects of the art and design curriculum.

## **Resources**

A range of basic resources for drawing, painting and working in three-dimensions is available in each classroom. They are presented in such a way that they are accessible, attractive and are maintained in good order.

Additional, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in individual classrooms.

Books and other visual materials to support learning about artists, designers and crafts people are available in the classrooms and the library.

## **Funding**

Management of the funding for art and design is the responsibility of the art subject leader, in consultation with the headteacher and other colleagues. Monitoring will take place to enable planning for the routine replacement of equipment for materials and for the acquisition and development of art resources.

## Assessment

We assess the children's work in art and design while observing them working during lessons. Teachers record progress made against learning objectives for their lessons.

Children are encouraged to assess and evaluate both their own work and that of other children. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

Every child in school has a 'Progression in Art' work book/portfolio in which the class teacher keeps evidence of children's work. The workbook enables each individual child's progression to be monitored and assessed, and the workbooks are added to on a half termly basis after children have undertaken a specific task linked to an objective from the National Curriculum. Teachers meet regularly to review individual evidence of children's work contained within the Progression in Art books. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of their annual report to parents/carers

Teachers use assessment evidence to plan future work and any information is passed on to the next teacher at the end of each year.

## Role of the subject leader

The art and design subject leader will:

### Promote art

- Review regularly the school's art and design scheme of work and policy, to ensure that they meet the requirements of the National Curriculum, that they are accessible and familiar to all staff, and to ensure that they are modified to reflect any changes, for example, new resources or expertise within the school.
- Be a source of reference for colleagues, and ensure that they are aware of new developments in art and design.
- Keep up to date on developments in the teaching of art and design and attend professional training when appropriate.
- Provide a range of high quality resources.

### Monitor

- Monitor continuity and progression in art and design, by consultation with colleagues and observation of children's work.

- Monitor the provision of resources for art.
- Have an overview of teaching art and design in the Federation to ensure that there is no significant omission or unnecessary repetition of subject coverage.

## Guide

- Lead training to support the teaching of art and design, the development of a scheme of work, the development of skills and the development of and understanding of the place of art and design in children's learning.
- Disseminate information about current available in-service training.
- Give guidance on procedures for assessment and recording consistent with the Federation's assessment policy.
- Support less confident colleagues.

## Display

- All children have the opportunity to have their work valued through thoughtful and careful displays.
- Displays are changed regularly throughout the year, showing examples of work from different year groups and a range of curriculum subjects.
- As well as being attractive and eye-catching, displays are informative and explain the processes, skills and learning involved. Sometimes they are also interactive and provide an opportunity for discussion.
- Mount and backing board colours are chosen to enhance the children's work.

## Extra-curricular activities

All children are encouraged to participate in extra-curricular learning.

The school will ensure that there are different clubs available to develop their enjoyment of art and design and improve their skills and levels of achievement.

## Monitoring and review

The Headteacher monitors and reports to the Governing Body on the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

This policy will be reviewed in accordance with the Federation's monitoring and review cycle. The Governing Body may, however, review the policy earlier than this in response to new regulations or if they receive recommendations on how the policy might be improved.