

COTTESBROOKE INFANT & NURSERY SCHOOL

ART & DESIGN POLICY

Revised 2018

Why Teach Art & Design?

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)

Since September 2014, when the most recent National Curriculum was introduced, the subject coordinator and staff at Cottesbrooke Infant & Nursery School have reviewed and adapted the Art and Design curriculum in light of the changes but many units of work continue to be based on the Curriculum 2000 QCA units of work matched to the subject content of the 2014 curriculum.

Aims

The national curriculum for 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.

National Curriculum Subject Content 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

TEACHING OBJECTIVES

During the Foundation Stage and Key Stage 1 Art and Design is about developing children's creativity and imagination through providing art, craft and design activities that relate to the children's own identity and experiences:

- to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences
- to develop skills and techniques associated with investigating and making in art, craft and design, i.e. skills of observation, perception, collaboration, and techniques in the manipulation of media, materials and tools
- to develop children's understanding and responding to the world through colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- to develop skills of evaluation and judgement about their own work as well as that of others and to promote a knowledge and understanding of Art & Design
- to help children make thoughtful judgements and aesthetic and practical decisions towards becoming increasingly involved in the shaping of their environment

At Cottesbrooke Infant & Nursey School we are continually aiming to raise the standards of achievement and enjoyment of our pupils through a wide range of experiences and challenges.

"You can't use up creativity. The more you use, the more you have." – Maya Angelou

ORGANISATION

In the Foundation Stage, much of the teaching is integrated and Art is delivered through the Expressive Arts and Design area of learning but is linked to other areas such as Physical Development or Communication, Language and Literacy. However there are specific elements of Art and Design teaching as detailed in the weekly plan and in the PPA plan. The emphasis in the Foundation Stage is on being imaginative, exploring and using media and materials, experience, learning through play and developing the knowledge and skills necessary to embark on KS1.

In Years 1 and 2 the QCA units are followed and adapted. They are blocked into half term units, the term being shared with Design & Technology. At Cottesbrooke Infant & Nursery School we feel this creates a more coherent experience for the children in respect of time allowances.

Sketch books are an important feature of the organisation and are ongoing across the KS1. They build up evidence of the children's developing skills as they are passed up to use in succeeding classes.

TEACHING METHODS AND APPROACHES

At Cottesbrooke Infant & Nursery School Art & Design is taught through a variety of teaching methods and approaches. These may include at various times:

- Whole class teaching (e.g. observational drawing)
- Group and paired work
- Individual work
- Visits
- Demonstrations and/or workshops from visiting artists, craftspeople and designers
- Discussions about the work of other artists encouraging higher level thinking and second level vocabulary

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP LINKS WITH ART & DESIGN

Art & Design is one of the leading ways to help children to develop the skills needed for life and work, for example:

- the ability to concentrate
- listening skills
- creativity
- aesthetic sensitivity
- perseverance
- intuition
- personal skills
- self confidence
- sensitivity/empathy towards each other

Collaborative work, as well as individual work, stimulates creativity and helps in the whole social development of the child.

**“The artist is not a special kind of person; rather each person is a special kind of artist.” –
Ananda Coomaraswamy**

ASSESSMENT AND RECORD KEEPING

Assessment of children's progress may include observing pupil's work, involving children in assessing their work, questioning, talking and listening to pupils and considering the items produced. Short term informal assessments by the teacher are continually taking place and may inform the delivery and structure of the next stage of learning. The expectations given at the end of each unit provide a broad description of achievement which can help the teacher decide if a child's progress differs markedly from the rest of the class.

Foundation Stage assessments are entered into the Early Years Profile and progress is monitored throughout the year. Art and design work will mainly be recorded under the Expressive Arts and Design strand but also involves aspects of the Physical Development and Understanding the World strands.

A portfolio of work samples is ongoing in each year band and is regularly updated to include samples of work undertaken at Cottesbrooke.

Sketchbooks continue on from Year 1 and as noted before provide a snapshot of the child's drawing/observational skill development.

DISPLAY

Display at Cottesbrooke Infant & Nursery School aims to provide a stimulating environment from which to develop topics of conversation and discussion. Displays will aim to show children's work with evidence of the process of design whenever possible. Additionally, displays may offer information or the opportunity to look at, hear, smell or touch something new. Titles or headings will be few but well lettered in favour of more interactive labelling. Displaying children's work with respect creates pride and achievement and reinforces learning. Therefore children will be encouraged to take an active role in displaying work with displays incorporating both 2-D and 3-D whenever possible. Hall boards are changed at least termly and displays around school are changed regularly.

HEALTH & SAFETY

When working with tools, equipment and materials in practical activities and in different environments (including those that are unfamiliar) the children will be taught:

- about hazards, risk and risk control
- to recognise these hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control the risks

If necessary a risk assessment may be undertaken by staff for a particular activity e.g. a visit. Any electrical equipment used in school is regularly PAT tested by the site manager.

REPORTING

All parents receive an annual report of children's progress in the third term and have an opportunity to discuss this with the teacher. In the other terms there is an opportunity to look at children's work and/or talk to the class teacher. Parents can also make an appointment at any stage in the year to discuss their child's work and/or progress.

RESOURCES

A selection of resources for Art & Design work are ordered and maintained by the Art and DT co-ordinator and stored in the paper and card cupboards, Art cupboard, PPA stock room and in the classrooms. Additional resources including reference books, textiles, dyes, glue gun, wood, special paints, haberdashery etc. are stored centrally in the Art and Design & Technology cupboard.

EQUAL OPPORTUNITIES

As a staff we are aware of the importance of providing equal opportunities in all subjects for all children. We take into account the children's diverse needs which may include issues arising from their cultural background, gender, special needs or home circumstances. Every attempt is made to ensure that this aim is reflected in the teaching strategies, the attitudes of staff and in the resources.

FUNDAMENTAL BRITISH VALUES AND UNIVERSAL VIRTUES

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. Where relevant, these values and virtues should form part of the teaching of Art & Design.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Wherever possible we aim to fully include pupils with SEN in all school activities. Where necessary individual children's specific needs will be discussed with the SENCo and an Individual Learning Plan may be drawn up. Some pupils may receive extra help in the form of modified tasks or equipment and/or support staff such as integration assistants and Pupil Support services.

Pupils who are particularly gifted or talented in any area of Art and Design will be noted in the record of More Able Children (MAC) and will have some extension and enrichment activities planned for them.

**“Art has the role in education of helping children become like themselves
instead of more like everyone else.” –
Sydney Gurewitz Clemens**