

DIAMOND HALL INFANT ACADEMY ART POLICY



Review Date: Spring 2019
Next review date: Spring 2021
Person in charge: Mrs Collingwood
Updated by: Mrs Collingwood

Mission Statement

Together we will provide a welcoming, caring, stimulating, challenging, creative and inclusive Early Years learning environment enabling all children to succeed and meet the challenges of an ever-changing world.

1. Aims and objectives

1.1. Art and design can enrich all our lives. It adds a dimension to a child's education which will stay with them throughout their lives. Art and design stimulates imagination and creativity. It involves children in visual, tactile and sensory experiences. Responses can be physical through their art making and emotional through the feelings a piece of work elicits. Art and design involves looking carefully at and appreciating, noticing the world around them. It also encourages careful thinking and discussion about what they see, feel and think. Children have the opportunity to explore the ideas of artist in the past and present. They can use these as starting points for their own work.

1.2. The aims of art and design are:

- To enable children to observe and record from first-hand experience;
- To develop the children's competence in controlling materials and tools;
- To acquire knowledge of various art and design techniques and processes;
- To develop a growing confidence in using different processes and exploring them in their own work;
- To develop their own creativity and imagination through experimenting with different media;
- To begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space.

- To foster enjoyment and appreciation of the visual arts and a knowledge of the artists, craftspeople and designers.

2. Teaching and learning style

- 2.1. Diamond Hall Infant Academy uses a variety of teaching and learning styles in art and design sessions. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigation and making something includes exploring and developing ideas, evaluating and developing work. We do this best through a combination of whole class teaching and individual/group activities.
- 2.2. We teach according to topics and the children's interests, therefore the artists studied can vary. Skills and techniques are specifically taught and demonstrated to the children in a direct way. The children are encouraged to evaluate their own ideas and methods, the work of others, including artists and say what they think and feel about them. We give children the opportunity within the lessons to work on their own and collaborate with others in projects on two and three dimensions. Children also have the opportunity to use a wide range of materials and resources including ICT.
- 2.3. We recognise that children can vary in their confidence and knowledge of techniques. Support for children needs to be appropriate and can be achieved through a range of strategies.
- 2.4. We achieve this by:
 - Setting common tasks which are open ended and can have a variety of responses;
 - In a collaborative task; pairing children, e.g. a more able with a less confident child;
 - Using additional adults to support the work of individuals or small groups;
 - Providing appropriate resources;

At Diamond Hall Infant Academy we also ensure all children are included within the provision for art education.

3. Inclusion and diversity

- 3.1. All children irrespective of their ability/disability should have access to the art and design curriculum. Staff should ensure that children

have access to the work of artists and artefacts from a variety of ethnic backgrounds, each gender and a range of cultures that reflect the diversity in society.

- 3.2. To overcome any potential barriers to learning in art and design, some children may require:
 - Support as appropriate in managing specific tools and techniques, e.g. dual hold scissors;
 - Visual prompts, instructions and modelling for children with language barriers;
- 3.3. Provision in art will always take into account children's special educational needs to ensure that each child's enjoyment and learning are maximized during each lesson. This may mean providing additional support, adapted tools or materials, restricting the choices open to the child or simplifying the task if appropriate.
- 3.4. Planning may be need to be differentiated in terms of progression in a skill e.g. painting, drawing as appropriate to the developmental stage of individual children.
- 3.5. Staff must also provide opportunities for gifted and talented children during their lessons and also liaise with the art subject leader within school to gain advice as how to encourage and nurture their talents. The subject leader will also give advice regarding identifying Gifted and Talented children.

4. Curriculum planning

Foundation Stage

- 4.1. Opportunities and provision, teaching and learning objectives in Nursery and Reception are derived from Development Matters and the Early Learning Goals within the EYFS curriculum in addition to our knowledge and understanding of the basics and first steps in Art education.
- 4.2. The children's learning includes art, music, dance and imaginative play. The children are taught specific techniques directly alongside opportunities to explore and create.
- 4.3. Provision is delivered through independent learning time and takes place in a variety of ways; through a creative space, through opportunities to work with artists and through opportunities to work imaginatively throughout the Nursery/Reception space (to include the outdoor space in all year groups).
- 4.4. Adults explore different media, materials and tools alongside children modelling specific techniques as necessary, promoting sustained shared thinking strategies and characteristics of effective learning.

- 4.5. Work of famous artists is introduced and looked at as appropriate to interests and techniques.
- 4.6. Planning is based on the visual elements that children need to be taught and experience, e.g. exploring media and materials, in conjunction with children's interests.

Key Stage 1

- 4.7. Art and design is a foundation subject in the National Curriculum. At Diamond Hall Infant Academy we adapt the National Curriculum to the local circumstances of our school. We use the local environment, current theme or topic, children's interests as the starting point for aspects of our work.
- 4.8. Curriculum planning takes place in three phases; long term, (overview) medium term (termly) and short term (individual sessions and provision). Long term planning maps out the visual elements, materials and processes to be covered during each year group. The long term plan will ensure an appropriate balance and distribution of work across each term.
- 4.9. Medium term planning encompasses exploring and developing ideas; investigating and making in art and design, accessing and appreciating the work of artists/craftspeople, evaluating and developing work and knowledge and understanding. The art and design subject leader supports colleagues at this stage. The creative team is responsible for reviewing medium term planning.
- 4.10. The activities in art and design are planned so that they build on prior learning. Progression is built into long term planning, so that there is an increasing challenge as they move through the school.

4.11. Programmes of Study

Key stage 1

Knowledge, skills and understanding

Exploring and developing ideas

Children should be taught to:

- a. Record from first-hand observation, experience and imagination, and explore ideas
- b. Ask and answer questions about the starting points for their work, and develop their ideas.

Investigating and making art, craft and design

Children should be taught to:

- a. Use a range of materials creatively to design and make products.

- b. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- c. Represent observations, ideas and feelings, and design and make images and artefacts.

Evaluating and developing work

Children should be taught to:

- a. Review what they and others have done and say what they think and feel about it
- b. Evaluate and talk about creative works using the language of art, craft and design.

Knowledge and understanding

Children should be taught:

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

ICT opportunity

Children could use 'paint' software to explore shape, colour and pattern

Breadth of study

During the key stage, children should be taught the relevant knowledge, skills and understanding through:

- a. Exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]
- b. Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c. Using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]
- d. Investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

5. Contribution to teaching in other curriculum areas

5.1. Personal, social and health education (PSHE) and Citizenship

Art and design contributes to the teaching of some elements of PSHE and citizenship. The children discuss how they feel about their work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.2. Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work together in lessons. Grouping allows children to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for their abilities of other children and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople. Responding to a work of art is often for children and adults a spiritual experience. Responding can help children to think about how art makes them feel.

6. Assessment and recording

6.1. Teachers assess children's work in art and design by using ongoing, formative assessment primarily through observation. Children receive verbal, immediate feedback in terms of the positive elements of their work and improvements are identified together with the children, ensuring children are aware of the next steps and how they can progress in their learning.

6.2. Assessments are made in relation to the Early Learning Goals (EYFS) and in regard to the knowledge, application and understanding of the programme of study in year 1 and year 2:

- 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.
- To know 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.

6.3. Each child in Key Stage 1 has a sketch book and a portfolio of their work. This is passed on from Year 1 to Year 2. It is the role of the subject leader to review and monitor a sample of the portfolios. In addition the subject leader will monitor a selection of the EYFS art samples.

6.4. Assessment in the Early Years Foundation Stage is in regard to the Early Learning Goals:

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
- Explore colour, texture, shape, form and space in two or three dimensions.
- Use their imagination in art and design, music, dance, imaginative and role-play and stories.

7. **Recognising achievement in Art and Design.**

7.1. Progression in art skills (drawing, painting, cutting and printing) and increasing knowledge of techniques and art specific knowledge must be planned for and recognised. Children also should develop a growing confidence in trying out ideas, using a variety of media to express themselves.

7.2. Children need to acquire a growing knowledge of artists and designers.

8. **Arts award**

8.1. All children in year 2 have the opportunity to achieve the Discover level of a national arts scheme. This is an introductory award where children collect evidence in an individual arts log to submit for assessment.

9. **Resources**

9.1. There are wide range resources for art and design teaching throughout the school. The main bank of resources is kept in the art cupboard, situated in the admin corridor. Shared resources include; books, artefacts and posters.

Year group areas all have a range of basic resources in addition to this.

8.

b. Throughout the year visitors and visits are arranged linked to the specific focus in a year group.

10. **Monitoring and review**

The monitoring of standards in children's work, levels and goals reached and the quality of teaching and learning in art and design is the responsible of the

art and design subject leader with support from the creative team. The work of the subject leader also involves supporting colleagues in the teaching of art and design and being informed about current developments in the subjects and providing a strategic lead and direction for the subject in school. A curriculum review is made annually through the creative curriculum team, which reports on achievements and indicates areas for further development.

11. Extra-curricular activities

Art Club, Visitors and Visits

11.1. At Diamond Hall Infant Academy we believe that art enriches the lives of people, so we aim to provide children with as many real life, first hand opportunities as possible. We have an art club for children in KS1. Art club meets on a weekly basis. We study a selection of artists and link these to opportunities available in the sessions. Specific activities are available to enhance a child's imagination.