

## ***Art and Design Policy***

### **Aims and 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.

The aims of art and design are:

- 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

### **Teaching and learning style**

The school 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 work 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 or to 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 IT.

We recognise the fact that we have children of differing ability in each class, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We aim to provide challenges 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 (particularly in the Foundation Stage);
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

### **Art and design curriculum planning – Key Stage One**

Art and design is a foundation subject in the National Curriculum. At Galley Common Infant School, we use the National Curriculum as the basis for our curriculum planning in Art and Design.

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We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the objectives covered in each term during the key stage.

Our medium-term plans give details of specific activities that we use to meet the objectives. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a plan for each Art and Design lesson. These list the specific learning objectives for the lesson and the skills to be taught.

We aim to plan the activities in Art and Design so that they build upon the prior learning of the children and we give children of all abilities the opportunity to develop their skills, knowledge and understanding. We use our school 'progression of skills' document to ensure progression throughout the year groups and increasing challenge for the children as they move up through the school. This progression of skills is built into our long, medium and short term planning.

### **The Early Years Foundation Stage**

We encourage 2D and 3D Art and Design in Reception as this is part of the Expressive Arts & Design area of Development in the Early Years Foundation Stage Curriculum; this underpins the curriculum planning for children from birth to five. The children's learning in Expressive Arts and Design includes art, music, dance, role-play, imaginative play and Design Technology. The classroom areas which most support this are the creative area, small world, role play, construction and physical table; all of which the children have access to daily. The range of experiences 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. This also includes the daily option of using the Outdoor Classroom. Children experience a wide range of activities that they respond to, using the various senses. A quote from the Early Years Foundation Stage Curriculum says, "Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable." We strive to ensure that the activities they take part in are imaginative and enjoyable.

### **Contribution of art and design to teaching in other curriculum areas**

#### **English**

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

#### **Mathematics**

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions.

#### **Computing**

We use IT to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual

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information to help them develop their ideas by using cameras and iPads to record their observations.

### **Personal, social and health education (PSHE)**

Art and design contributes to the teaching of some elements of personal, social and health education. The children discuss how they feel about their own work and the methods and approaches used by others.

### **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 with each other in lessons. Groupings allow children to work together and give 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 the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, craft makers and designers.

### **Teaching Art and Design to children with Special Educational Needs**

We teach Art and Design to all children, whatever their ability. Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Art and Design takes into account the targets set for individual children in their Pupil centred Plan (PCPs).

### **Assessment and recording**

We assess the children's work in Art and Design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. Teachers record their assessments on a cube sheet throughout the Art focus for the term, against the objectives from the 'progression of skills' document e.g. drawing. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year through the summative assessment document.

The Art and Design curriculum team develop evidence of the children's work in a portfolio. This will demonstrate the expected levels of achievement in Art and Design for each year of the school. It will also show the variety of topics covered throughout Key Stage One.

### **Resources**

We have a range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the cupboard adjacent to the Head Teachers' office.

### **Monitoring and review**

When Art and Design is the focus of the Curriculum team, monitoring of the standards of children's work and of the quality of teaching in Art and Design will take place, with lesson observations and trawling of teachers' planning. The team leader will offer support to colleagues in the teaching of Art and Design and staff are welcome to

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approach team members for support as required. The Art and Design team leader will have specially-allocated management time.

**Signed:**

**Date:**

Policy agreed : January 2018

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