

Shelton Infant School

Policy for Art and Design

Introduction

This policy outlines the teaching, organisation and management of the Art taught and learnt at Shelton Infant School.

Intent

At Shelton Infant School our intent when teaching Art is:

- to give children a positive attitude towards Art.
- for children to feel like artists.
- for children to explore a range of different artists and take inspiration from them.
- enable children to develop skills and confidence when working with a variety of different materials, media and tools.
- to become confident and competent with different techniques including hatching, stippling and blending.
- to support children in working independently and working co-operatively in group situations

Implementation

The school follows the statutory objectives and non-statutory guidelines outlined in the National Curriculum 2014 and the statutory framework for the Early Years Foundation Stage Profile. From this, we have created our Progression of Art and Design document. This ensures learning is broken down into small steps and shows clear progression throughout the year groups. Our long-term plan is an overview of Art taught across the year in all year groups. We have developed our Progression of Art and Design document, using the Kapow scheme. Art medium term planning is based on the National Curriculum, EYFS Curriculum and Kapow schemes of learning for each unit. This year, we have begun working with The Primary Art Classroom to enhance our provision and ensure progression from Nursery to Year 2.

- High priority will be given to ensure children are exposed to a range of different artists. This will help children to develop preferences and opinions on different styles of Art. We will encourage children to be able to talk about different artists and why they like their artwork.
- Focus will be given to ensuring the children have the correct vocabulary when discussing their art and the work of others. Our children will also be encouraged to talk about the techniques and materials they have used in both their sketchbooks and their final pieces of artwork.
- Children will be encouraged to try out well-practised techniques using both familiar and unfamiliar materials and media, in order to further develop their skills and preferences for different styles of Art.
- Teachers will strive to ensure that every child has the opportunity to use and apply their artistic knowledge and skills across the curriculum.
- Teachers will ensure that all abilities of pupils are given opportunities to fully access the art curriculum, develop upon their existing skills and demonstrate their own individual artistic flare.
- Teachers will use a range of ICT resources and software to enhance their art teaching and to consolidate the children's learning.

Assessment

Assessments form an integral part of the teaching process as they inform and guide future planning. Informal assessments are used for day to day planning in the form of annotations on termly Art planning, by the class teacher or teaching assistants.

Reception and nursery staff update their assessments termly on O Track, which is discussed at termly tracking meetings. Throughout Key Stage One, there will be three assessment points during the year which will be used to identify gaps in skills and knowledge which will inform future planning.

Impact

The Art and Design subject leader monitors medium term planning regularly through Share Point. Teaching is monitored through lesson observations and learning walks by the Art and Design subject leader. Work scrutinies and pupils discussions are carried out termly to monitor the impact of Art and Design, and gain insight into pupil's knowledge, understanding and opinions of Art. Staff are included in the development and evaluation of planning, teaching, learning and assessment of Art and Design during staff meetings and INSET days. Staff will also have access to videos and resources, via the Kapow scheme, to continue their professional development, enhance and develop their own subject knowledge, skills and confidence when teaching Art.

Progress will be monitored through termly assessments, through work scrutinies and pupil interviews.

Equal Opportunities

All children will be given equal access to our Art and Design curriculum, irrespective of race, gender, religion, beliefs, level of ability or nationality.