

## Art and Design Policy

### 1 Aims and objectives

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. They explore ideas and meanings through the work of artists and designers. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of activities;
- to improve the children's ability to control materials, tools and techniques;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists.

### 2 Teaching and learning style

2.1 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 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. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 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:

- setting common tasks that are open-ended and can have a variety of responses
- providing a range of challenges with different resources
- using additional adults to support the work of individual children or small groups.

### 3 Art and design curriculum planning

- 3.1 Art and design is a foundation subject in the National Curriculum. At Corfield C. of E. Infant School we incorporate Art teaching through topic learning and a skills progression framework informs planning for the development of skills from foundation to the end of key stage 1.
- 3.2 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 themes covered in each term during the key stage. These are linked to themes within other curriculum areas.
- 3.3 Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.
- 3.4 Class teachers complete a weekly plan for each art and design lesson. The class teacher keeps these individual plans in their planning file.
- 3.5 We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

#### **4 The Foundation Stage**

- 4.1 We encourage creative work in the reception class as this is part of the Foundation Stage of the National 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 aged three to five. 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.
- 4.2 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.

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

##### **5.1 English**

Art and design contributes to the teaching of literacy in our school by encouraging children 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.

##### **5.2 Mathematics**

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

##### **5.3 Information and communication technology (ICT)**

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work.

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

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

#### **5.5 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.

### **6 Teaching art and design to children with special needs**

6.1 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.

### **7 Assessment and recording**

7.1 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. At the end of a unit of work we make a judgement against progress within the expected learning outcomes. The teacher uses this information to plan future work for each child. This 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.

### **8 Resources**

8.1 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 central store.

### **9 Monitoring and review**

9.1 The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design co-ordinator. The role of the co-ordinator also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.