

**Alvaston Infant & Nursery School**

**‘Being the Best We Can Be’**

**Art and Design Policy**

## This policy has not yet been ratified by the Headteacher and Governing Body

## Date policy has been written / reviewed – March 2020

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| **Review date** | **By whom** | **Summary of changes made** | **Date implemented** | **Date ratified** |
| **6/12/19** | **R Ford** | **Section 1 – Art and Design as a vehicle to enhance other subject areas / interconnectivity between subjects.** | **6/12/19** |  |
| **6/12/19** | **R Ford** | **Section 3 – KS 1 Staff to refer to the Curriculum Progression Document for Art and Design when planning units of work.** | **6/12/19** |  |
| **6/12/19** | **R Ford** | **Section 3 – KS 1 children will all have a sketch book which will be used to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work.** | **6/12/19** |  |
| **6/12/19** | **C Mabbutt** | **Various alterations to sentence order and grammar** | 25/3/20 |  |

**Alvaston Infant and Nursery School**

**Art and Design Policy**

**1. Rationale: Why do we teach Art & Design?**

Art and Design stimulates creativity and imagination. It enables pupils to communicate what they see, feel and think, through the use of colour, form, texture, pattern and different materials, processes and practical tasks.

Understanding, appreciating and enjoying the visual Arts has the power to enrich all our personal and public lives.

At Alvaston Infant and Nursery School, we believe that children should enjoy the process of expressing themselves through the production of artwork that is individual and unique. Being creative fosters both personal confidence and independence. This is the results of the child knowing what they hope to achieve and understanding that others can appreciate what they produce.

Children will have knowledge of basic skills and techniques in designing and making activities and develop confidence in working with a range of media, tools and equipment provided throughout the school.

At Alvaston Infant and Nursery School, we value Art and Design as a subject in its own right, however, we also value Art and Design as a powerful vehicle for learning across the wider curriculum. Subsequently, we aim to think creatively about how art, in a variety of forms, can be used as a means to enhance other subject areas.

We strongly believe that this interconnectivity between subject areas is a valuable tool in order to engage children, apply their learning whilst ensuring that learning takes place in a meaningful and relevant context.

**2. Aims**

Teaching of Art and Design aims to help the children to:

* Develop sensitivity to seeing and touching, the exploration of feeling and critical judgement, therefore contributing to the development of aesthetic awareness.
* Stimulate the capacity to enjoy, value, talk and write about the visual and tactile qualities of the natural and made environment, therefore finding pleasure in creative processes.
* Develop a sense of enjoyment, self-esteem and achievement by valuing and supporting the individual child's self-image as an artist.
* Provide a stimulating environment that fosters aesthetic awareness and promotes a positive attitude towards Art and Design.
* Develop skills and techniques associated with investigating and making, e.g. skills of observation, perception, collaboration; techniques in the manipulation of media, tools and materials.
* Develop imagination and creativity and the ability to use art as a form of expression and communication.
* Learn about and value the contributions of artists and crafts people from other times and cultures.
* To become aware of their rich diversity and to celebrate and be sensitive towards cultural differences.
* Generate and develop design ideas, and have an understanding of the quality and properties of the materials they use.
* Develop skills of evaluation of both their own and others’ work, promoting knowledge and understanding.
* Use tools correctly, with a due regard to safety, when involved in activities, including food technology, and understand the need for appropriate storage.

**3. How do we teach Art and Design to achieve these aims?**

These aims are met through the requirements of the National Curriculum in Key Stage 1.

When planning units of work in Art and Design, teachers in Years 1 and 2 will refer to the school’s **Curriculum Progression Document for Art and Design** for each year group to ensure that key concepts, skills, techniques and elements have been covered and that learning can be revisited and/or built upon.

In Foundation Stage, the above aims will be met through the requirements set out in the Early Years Foundation Stage Framework.

Teachers may use a thematic approach towards the teaching of Art and Design. This is to ensure that experiences offered relate to the age, ability and interests of the child. However, particular skills, techniques and elements could also be taught discretely. Through the Art and Design provision offered, children should have the opportunity to work in both two and three dimensions using their imagination, experiences and memory as well as direct observation.

Art and Design involves the whole class, groups and individual children working using a variety of media, using a range of materials, tools and techniques.

Children are given access to:

* Teacher directed learning activities,
* Self-directed or negotiated activities providing opportunities for them to make choices about the content and direction of their work whilst working at their own pace.

All children in Key Stage 1 will have a **Sketchbook**, in which they will regularly record, collect and explore ideas and/or images and other information relevant to current and ongoing work. The sketchbook is an essential personal record of what each child has achieved as part of their Art and Design learning journey.

The contents of the sketchbook could include:

• A record of what has been seen

• Preparatory studies for further work

• The development of ideas for further study

• A record of basic skills development

• Photographic and other illustrative material to support ongoing work

• Colour schemes and trials

• A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit, packaging, advertisements, posters, photographs

• Details of something that will be drawn or painted in entirety

• ICT prints and image manipulations

• Examples of the work by famous artist/designers which children may be asked to evaluate, comment on or justify their preference for.

**4. Entitlement for Art & Design**

Key Stage One

Art and Design is a foundation subject within the National Curriculum. To teach Art and Design effectively, 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.

Early Years Foundation Stage

Expressive Arts and Design is one of the seven areas of learning in the Early Years Foundation Stage Framework. This area includes Art, music, dance, role-play and imaginative play. Art and Design is incorporated into the holistic planning for the Foundation Stage Curriculum.

The teacher will model and pass on skills and knowledge in explicitly taught sessions with objectives linked to the ‘ages and stages’ Development Matters document and Early Learning Goals. The teacher will also plan experiences, opportunities and create an environment to support the children’s ability to discover, explore and express their creativity, both indoors and outdoors independently.

**5. Inclusion**

Equality of Opportunity

We believe that a broad and balanced Art and Design curriculum is the entitlement of all children regardless of ethnicity, gender, background, language or disability. We ensure this by:

* Taking account of the interests and concerns of children by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes.
* Taking account of pupils’ religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment and ensuring that resources and learning environments positively reflect the multi-cultural and multi-ethnicity society in which we live.
* Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all Art and Design activities, offering positive role models and making provision, where necessary to facilitate access to activities with appropriate support, aids or adaptations.
* Ensuring that children can access the curriculum at the appropriate level, thus ensuring progression and differentiation.
* Ensuring that activities investigate and celebrate the richness and the diversity bought from the home, community and society.

**Differentiation**

In all classes children have a wide range of abilities. Teachers will seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The National Curriculum and the Early Years Foundation Stage Framework sets out what most pupils should be taught at each Key Stage but teachers may need to choose knowledge, skills and understanding from earlier or later Key Stages so that individual pupils can make progress and show what they can achieve.

Art and Design activities require a personal response and most learning opportunities will enable the pupils to respond at their own level. In Art and Design activities, differentiation is achieved through process and outcome, though in many cases where children are more able or have special educational needs and disabilities there may be a need to differentiate by task. For pupils whose attainments fall significantly below the expected levels at a particular Key Stage, a much greater degree of differentiation will be necessary. For pupils whose attainments significantly exceed the expected level of attainment, teachers will need to plan suitably challenging work.

**Teachers should respond to pupils’ diverse learning needs by:**

* Creating effective learning environments
* Securing their motivation and concentration
* Providing equality of opportunity through teaching approaches
* Using appropriate assessment approaches
* Setting targets for learning
* Keeping parents informed and encouraging them to assist in helping their children’s learning

**Children who are more able should be encouraged by:**

* Providing opportunities for them to develop ideas further through individual investigation and research.
* The introduction of new media, skills and concepts.
* Setting challenging problems for them to resolve.

**6. The Role of Subject leader**

The Art and Design Subject Leader has responsibility, with the Headteacher and governors, for the progression and co-ordination of the teaching and assessment of artwork within the school. The Subject Leader will support colleagues in planning activities, attending courses and, as far as possible, providing a resource of knowledge for the school.

**The subject leader is also responsible for:**

* Monitoring standards through the school.
* Supporting planning the curriculum against the National Curriculum with the support of the whole staff.
* Ensuring assessment takes place throughout the school and is done so consistently.
* Ensuring progress and continuity.
* Attending courses/network meetings and disseminating information to staff (including staff meetings where appropriate).
* Being an in-house resource and supporting staff.
* Being informed about current developments in the subject.
* Being a strategic lead and direction for Art and Design in the school.
* Reporting to the Governing Body.

**7. Assessment in Art and Design**

We need to assess in Art, to:

* Enable pupils to understand the progress they are making and to identify next steps.
* Help teachers to see what stage of development and capability their pupils have reached, evaluate their own practice and plan ahead.
* Help teachers to determine what part of the curriculum needs changing or modifying as a consequence of their evaluation and also to see what has been successful.
* Provide the means of communicating progress to pupils, parents, and other teachers, including Headteachers, governors and the Local Authority.

How do we assess in Art?

Children demonstrate their ability in Art and Design in a variety of different ways. Teachers will assess children’s work by making informal ongoing judgements as they observe them during lessons. The collection of work and sketchbooks, which is carried through into the next academic year, shows children’s achievement in Art. Teachers are encouraged to record photographic evidence of pupils’ work in sketchbooks where possible.

In the Foundation Stage, children’s work and photographic evidence is to be collected and placed either into a learning journey or online resource (i.e. Tapestry) to help staff make a judgement against the Early Learning Goal at the end of Foundation Stage 2.

**8. Reporting in Art**

Yearly reports inform parents of their child’s progress. These reports take account of pupils’:

* Response to task - imaginative/creative
* Attitudes/interest
* Strengths/weaknesses
* Next steps

In the Foundation Stage, Art and Design is reported under the heading of ‘Expressive Arts and Design’. Progress is reported under the two subheadings; Being Imaginative and Using Media and Materials.

This policy will be reviewed in March 2022 or sooner if appropriate.