

BLACK HORSE HILL INFANT SCHOOL



ART AND DESIGN POLICY

1st November 2018

Approved by Committee _____

29th November 2018

Approved by Full Governing Body _____

Signed _____(Chair)

Signed _____(Headteacher)

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. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. 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 complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- 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, craftspeople and designers.

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 and on different scales. 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 matching the challenge of the task to the ability of the child. We achieve this 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;
- grouping children by ability and setting different tasks for each group;

- 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 Black Horse Hill Infant School we use the national scheme of work as the basis for our curriculum planning in art and design. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.
- 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. Our Creative Team leader works this out in conjunction with teaching colleagues in each year group.
- 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. The creative team leader is responsible for reviewing these plans.
- 3.4** Class teachers plan individual lessons and series of lessons in their short term planning. These plans list the specific learning intentions for each lesson and give details of how to teach the relevant skills and processes. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 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. Art and design is often taught in a cross-curricular way through topics which incorporate other subjects.

4 The Foundation Stage

- 4.1** We encourage creative work in the Foundation Stage classes as this is part of the Foundation Stage 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. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

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

5.1 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.

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 pattern, shape and space through work in two and three dimensions.

5.3 Science

Art and design contributes to Science teaching and learning through looking at patterns (Divali Rangoli patterns), light and dark (lanterns), and animals and habitats (animal masks, camouflage backgrounds) as well as melting (ice art).

5.4 Computing

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital camera to record their observations. Children use the internet to find out more about famous artists and designers.

5.5 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.

5.6 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, designers and craftspeople.

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 with learning difficulties. Work in art and design takes into account the targets set for individual children in their Individual Education Plans (IEP's).

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 about the skills they have attained and then use this information to plan future work for each child. 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/carers. We pass this information on to the next teacher at the end of each year.

8 Resources

- 8.1** We have a wide 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 art and design store. We endeavour to use outside agencies as much as possible to enhance the teaching of Art.

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 Coordinator. The work of the coordinator 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. The art and design coordinator gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The art and design coordinator has specially-allocated regular management time, which she uses to review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.

10 Equal Opportunities

- 10.1** Materials and images are used, both from the past and contemporary, which reflect social and cultural diversity and provide positive images of race, gender and disability.

Boys and girls participate in the same art curriculum and are given equality of access in the range of activities, tools and contexts for work.

Account is taken of pupils' specific religious or cultural beliefs when dealing with particular equipment, ideas or experiences.

Many pupils with disabilities learn alongside their peers. Teachers will however, take their needs into account when planning art activities to ensure children with disabilities are able to participate as fully and effectively as possible.

Updated – September 2018
S. Bancroft