



Inspire Learning, Ignite Curiosity

Marlow Church of England Infant School Art and Design Policy 2023

Then God said, "Let us make humankind in our image, in our likeness"

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education*. It does this by enhancing the delivery of curriculum learning through well focused learning outside the classroom that develops children's knowledge and understanding.

Intent

Art & Design has a strong central focus within the school and this can be seen throughout all areas of the curriculum. Children are actively encouraged to have fun with art which results in confident pupils who are able to surpass many of their own expectations.

Our main aim is to develop confident, creative risk-takers who can persevere through challenges to become artists who are willing to try new approaches. They will think about using materials in new and exciting ways to create different effects, and who embrace the unexpected.

Our creative art & design curriculum focuses on pupils becoming reflective learners who can consider their own art journey to identify their personal strengths and areas for development.

Throughout the art & design curriculum, the children will also develop the age-appropriate analytical skills to look at the works of others and to express their own responses and thoughts around this.

opportunity is created through the use of sketch books, where children can explore freely without fear of mistake or judgement. These books are not 'marked' by teachers (although teachers can use them when discussing observations and discoveries). By celebrating the processes, the surprises and the unexpected we encourage children to become more creative risk takers.

Through our arts curriculum we also want to foster a generation of children who have a sustainable approach to our world. Children who consider the impact of their choices on the world and how we can reduce waste and reuse wherever possible. This links into our ethos as an Eco school and children are encouraged to think of new ways to use reuse materials and mediums.

Art and Design, which includes craft and design, is a creative process, encompassing expression, observation, communication and appraisal. It includes a range of activities, both two-dimensional and three dimensional, and should play an important role in the development of all pupils.

Aims

Our aims in the teaching of Art are:

- To develop a lifetime enjoyment, interest and appreciation of Art and Design.
- To encourage individuality and provide an opportunity for freedom of expression and communication.
- To teach pupils the necessary skills and concepts to be able to develop their creative abilities and understanding in Art and Design.
- To enable pupils to become increasingly independent and confident as self-reliant learners.
- To ensure that the pupils experience the appropriate Programmes of Study within the National Curriculum and Foundation Stage Curriculum.
- To stimulate pupil's creativity and imagination by providing visual, tactile and sensory experiences and unique way of understanding and responding to the world.
- To develop pupil understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To explore pupil's ideas and meanings through the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- To help pupils to learn how to make thoughtful judgement and aesthetic and practical decisions and become actively involved in shaping environments.
- To develop pupil's ideas and creativity through the appropriate use of ICT.

Statutory Requirements

KS1

Statutory requirements for the teaching and learning of Art is laid out in the National Curriculum Document (2013) for KS1. Art is a foundation subject in the National Curriculum. During KS1

“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.”

Early Years Foundation Stage

EAD Section of the Statutory Framework for EYFS 2021).

“Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Implementation

Across the school pupils are taught using a variety of art mediums that look at drawing, texture, colour, form, print, pattern, form and evaluation of art. Art lessons are linked to the relevant half-term topic to ensure that the learning is more meaningful for the pupils; In Reception, art is taught and available as free choice during play learning throughout the year. In Key Stage 1 art is taught every other half-term, through weekly lessons as a discrete subject. Each unit of work follows a clear sequence of **Immerse** (exploring the artist's work and experimenting with the area of subject), **Imitate** (taking risks with the chosen medium and imitating the studied artist) and **Invent** (using knowledge from the term to create a new piece of art that is unique to each child).

The different areas within our art curriculum allows pupils to develop their physical use and manipulation of materials at an age appropriate level. Each medium is used repeatedly in a clear,

progressive way, throughout a pupils' time at our School to enable them to develop and refine their skills in each medium. Art lessons are taught using a scaffolding approach so each year the pupils will layer onto their existing experiences and abilities. Pupils will be given opportunities to extend their own learning through the use of skills challenges within the lesson

Pupils are exposed to a variety of different methods of teaching art, from hands on exploration, looking at specific styles of art and working in collaboration with others. They are encouraged to take risks and try new ways to achieve effects and to share their experiences with others.

In Reception, there is a focus on process art to allow children the freedom to explore ways to use different mediums to create new effects and colours. This provides them with different sensory experiences without the need to always have a finished product. Pupils will also have several opportunities to make their own creations linked to cultural and religious festivals and the half-termly topics.

In Year 1, art lessons have a more formal approach of creating a planned effect as their focus, where children will draw upon their experience of mediums in Reception to consider ways to achieve a desired effect / colour / texture etc. They still have opportunities to take risks and try new ways of combining materials and will learn to analyse their results and evaluate them against their set objective. In Year 1 pupils continue to explore process art and take on more varied techniques such as batik printing, and exploring shading and texture.

In Year 2 pupils refine their drawing skills and will look at shading and how to darken colours. They also explore more in-depth techniques, such as using mod rock, creating printing blocks, and fabric printing. They will also look at the works of famous artists across all artistic mediums and explore these styles through their own creations.

Planning

Each year group will base their planning around their current topics in line with the relevant curriculum skills, progression document and the local environment. We plan for progression and continuity in Art and design by carrying out the curriculum planning in three phrases:

- **Long term plan** – Maps out units covered each term during the key stage.
- **Medium term plan.** These give details of each unit of work for each half term. They identify learning objectives and activity ideas for each topic.
- **Short term plan.** Class teachers complete detailed plans for each art and design lesson.

All planning is regularly monitored by SLT and subject leader.

Resources

The resources for Art and Design are kept in the key stage communal areas. All communal areas should have a basic supply of materials that should be labelled and accessible to the pupils. The resources for Art and Design are managed by the art co-ordinator who puts in the main order towards the end of each academic year.

Assessment

Assessment is an integral part of the planning process. This is gathered by:

- Teacher observation of children working.
- Discussion with pupils about their observations and discoveries.
- Assessing the pupil's creations against the learning objectives for the lessons. (Art Sketch books are not to be marked by teachers so feedback would be verbal).
- Pupil self-assessment. Pupils are encouraged to reflect upon their chosen processes and materials and how effective they were and what could they do next time to improve or achieve different results.
- Teachers use Learning Ladders to track the progression of the children across the academic year and use this to identify any gaps in learning.

Teachers use their assessment information to plan future work for the pupils and to form part of the annual information reported to parents and carers. Each teacher will pass this information on to the next teacher at the end of the year. Please refer to the school Assessment Policy for further detail.

Record Keeping and tracking

Art and design can lead to projects that create 2D and 3D pieces of art. Art creations and explorations can be displayed to celebrate being reflective learners, taking risks and to celebrate progression. Art displays do not need to be completed pieces of art and displaying the creative processes can aid in developing confidence of young artists. Each pupil has a sketch book which travels with them through the school. In the sketch book they explore and experiment with different media and styles, this is their opportunity to 'imitate'.

Teachers keep their own records of pupil's progress on tracking/record sheets. The subject leader or keeps sample evidence of the pupils work in a portfolio from photos of displays, discussions with pupils and photos from sketch books. This demonstrates the expected level of achievement in Art and design in each year of the school.

Health and Safety

If pupils are involved in the use of specialist materials, the teacher in charge will make suitable provision to ensure the safety of all pupils and will be demonstrated how to use new tools safely and efficiently.

All paints and glues used are non-toxic.

For the use of potentially hazardous substances teachers will follow the CLEAPPS guidance.

Equal Opportunities

Please refer to the school's equal opportunities policy

The Role of the Art and Design Subject Leader

The role of the subject leader is to:

- Distribute resources appropriately and monitor their use across the school.
- Offer advice on teaching methods and the use of resources to all members of the teaching staff including incorporating ICT where appropriate.
- Inform the staff of any new resources, if appropriate, or ideas in implementing the Art Curriculum.
- Update the policy when necessary.
- Co-ordinate the portfolio of examples of work.
- Research and Organise a list of locally available artists for teachers to source.
- Coordinate whole school art events and research suitability for local/national art events.
- Manage the Art budget and order materials and equipment to enrich the school's provision for Art and Design.
- Monitor and offer advice where necessary to develop displays in classrooms and around the school.

Monitoring and evaluation of Art and Design policy

The effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the art and design subject leader and SLT.
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupils' work

The following criteria can be used as a measure of success:

- Have the learning targets been achieved?
- Can children talk about their learning experiences?
- Can progress be seen in children's explorations?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

Policy review

This policy is reviewed every 3 years.

Date of review:	September 2023
Date of next review	September 2026



Marlow C of E Infant School
 Long Term plan - Summary
 Subject: Art & Design
 2023-24

	Autumn	Spring	Summer
Year R	Our Wonderful World & Me	Once Upon A Time	Out of Africa
	End Point	End Point	End Point
	Use shapes to represent objects in the style of Kandinsky circles artwork.	Explore using different pressure to create depth of mark making. Create textures using collage.	Create an African sunset painting. Recognise and name primary colours.
	Area of subject	Area of subject	Area of subject
	<ul style="list-style-type: none"> • Colour 	<ul style="list-style-type: none"> • Texture • Form 	<ul style="list-style-type: none"> • Colour
Year 1	Awesome Autumn	Java	Seaside
	End Point	End Point	End Point
	Use clay to create a hedgehog.	Create a bag with batik patterns on the front.	Create a watercolour field to imitate Wittenham Clumps.
	Area of subject	Area of subject	Area of subject
	<ul style="list-style-type: none"> • Texture • Form 	<ul style="list-style-type: none"> • Drawing • Pattern 	<ul style="list-style-type: none"> • Colour
Year 2	Heroes & Villains	Under the Sea	India
	End Point	End Point	End Point
	Create a poppy field painting in the style of Claude Monet with different shades of reds, greens and blues as well as detailing of the poppies.	Create a drawing imitating 'The Great Wave' by Katsushika Hokusai.	Create an animal sculpture using clay in the style of Julie Wilson complete with texture to fit the animal features
	Area of subject	Area of subject	Area of subject
	<ul style="list-style-type: none"> • Colour 	<ul style="list-style-type: none"> • Drawing • Pattern • Evaluating 	<ul style="list-style-type: none"> • Texture • Form • Evaluating

Within each unit of work, Art is taught in a 3 -step sequence of learning:

Immerse (exploring the artist's work and experimenting with the area of subject), **Imitate** (taking risks with the chosen medium and imitating the studied artist) and **Invent** (using knowledge from the term to create a new piece of art that is unique to each child).