



Marlow Church of England Infant School Art and Design Policy 2017

Rationale

Marlow C of E Infant School is a Christian family enriching lives, encouraging growth and creating possibilities. We aim to provide an environment where these Christian values are built into the ethos of the school, where a sense of justice and mutual respect prevail and where all pupils feel safe, secure and happy. As a school we believe in the rights of children and in the importance of the UN Convention of the Rights of the Child and this is reflected in this policy by Article 28 *All children have the right to a primary education.*

Through this policy we aim to ensure consistency in the teaching and learning of art & design throughout the school and to allow each child to have an equal opportunity to access high quality provision of art & design learning.

Art & 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 & design are:

- to develop a lifetime of 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 stimulate pupil's creativity and imagination by providing visual, tactile and sensory experiences and a 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 pupils' 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

Statutory requirements for the teaching and learning of art & design are laid out in the National Curriculum (2013)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

The *statutory framework for the Early Years Foundation Stage (2014)*

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

and in the *Development Matters in the Early Years Foundation Stage guidance document (2012)*

<https://www.gov.gq/CHttpHandler.ashx?id=104249&p=0>

EYFS

The Early Years curriculum is founded on the principles and practice laid out in the Development Matters document. The requirements for Art & Design are in the Expressive Art & Design section of Development Matters.

“Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.”

KS1

Statutory requirements for the teaching and learning of Art and Design are laid out in the National Curriculum Document (2014) for KS1. Art and Design is a foundation subject in the National Curriculum which states that:

“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.”

During KS1 pupils are 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.

Organisation of teaching and learning

Art & design is taught throughout the school in line with the relevant curriculum (EYFS/National Curriculum). Cross curricular links with art & design are developed wherever possible. Pupils are therefore given opportunities to communicate and discuss ideas and apply their skills in a variety of contexts and subjects.

KS1: Art & Design is taught through a mixture of whole-class teaching and individual or group activities. Lessons are planned to link with class topics as part of a creative curriculum and to ensure a deeper understanding of areas of learning. Within lessons pupils are given the opportunity both to work on their own and to collaborate with others, listening to other pupil's ideas and treating these with respect. They have the opportunity to use a wide range of materials and resources, including ICT where appropriate.

EYFS: The development of creativity is encouraged by allowing Reception pupils to take risks and making connections through play and adult focussed sessions, using a range of materials and techniques. These activities, both indoors and outdoors, attract the pupils' interest and curiosity. The development of the pupil's creativity and skills are related to the objectives set out in the early learning goal for Expressive Art & Design. This learning forms the foundations for later work in art and design.

Learning of expressive art & design occurs through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Differentiation

Differentiation is planned for so that pupil interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success.

Special Educational Needs

Careful attention is given to meeting the needs of SEN pupils at the planning stage. This can be assisted if the following is taken into account:

- the importance of relating the activities to the pupils own experiences
- emphasis on learning through visual, aural and tactile and expressions of that through non-verbal and creative media.
- the use of practical activities and learning through first hand experiences
- opportunities for response and reflection and the use of self-evaluation and assessment
- extension activities to enable those with developed skills
- all pupils are given credit for their own personal achievement.

Planning

Each year group will base their planning around their current topics in line with the relevant curriculum skills and the local environment.

Progression, coverage and continuity in art & design is planned for by:

- following the objectives outlined in the National Curriculum 2014 in Key stage 1;
- following the objectives outlined in the Development Matters 2012 in EYFS;
- producing long term plans, which group the objectives for each year group into topic areas;

- producing medium term plans, which show opportunities for cross-curricular work and identify teaching activities where the children can show evidence of mastery of the curriculum;
- producing short term plans which detail progression across the art & design topic being studied. Differentiated, learning tasks, the deployment of extra adult support and the focus for the plenary are also identified;
- the learning objectives, outcomes and success criteria for each lesson are clearly identified on planning and are shared with the children as part of the 'learning culture' created within our school;
- regular monitoring/reviewing/revising of weekly and medium term plans takes place, led by senior staff and the art & design subject lead.

Resources

The resources for art & design are kept in each key stage communal area. All communal areas have a basic supply of materials that should be labelled and accessible to the pupils. The resources for art & design are managed by the subject leader who audits and replenishes resources toward the end of each academic year in readiness for the new academic year.

ICT in Art and Design

ICT enhances the teaching of art & design and is used when appropriate in both Reception and KS1. This could include:

- use of CD-ROMs and the internet to gain additional information (eg about artists, sculptors etc.);
- use of IWB resources;
- use of the Learnpads;
- use of desktop software to enhance pupils skills in designing and creating pieces of work
- cameras to collect and present information

Assessment

Assessment is an integral part of the planning process.

- Evidence for assessment is gathered through planned opportunities for observation, peer and self-assessment and teacher-led activities.
- Teachers use the Learning Ladders platform to record assessments against the objectives from the National Curriculum/Development Matters.
- When planning, the gap analysis from the Learning Ladders is used to identify gaps in the children's knowledge.
- 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.

Further detail is contained in the school's Assessment Policy.

Record Keeping and tracking

Art & design produces 2D and 3D pieces of work. When complete some art pieces are displayed in the school to celebrate work achieved and to provide examples of processes. Photographs are also taken for evidence and added to pupil's folders/books. Teachers may also take photos of pupils creating their pieces of work as evidence. Teachers keep their own records of pupil's progress using Learning Ladders. The subject leader keeps sample evidence of the pupils work in a portfolio. This demonstrates the expected level of achievement in art & 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.

Equal Opportunities

Please refer to the school's Equalities Policy

Staff development and training

Staff development and training is provided in the following ways:

- school based INSET
- liaison with appropriate county and national services;
- working alongside other teachers or visiting other classrooms as an observer to share good practise.

The Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promotes good quality teaching.

The Role of the Art & Design 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 and Design Curriculum.
- update the policy when necessary.
- organise and develop the portfolio of examples of work.
- research and organise a list of locally available artists for teachers to source.
- lead whole school art events and research suitability for local/national art events.
- manage the art & design budget and order materials and equipment to enrich the school's provision for art & design.
- monitor and offer advice where necessary to develop displays in classrooms and around the school.
- keep up-to-date with developments in art & design education and disseminate information to colleagues as appropriate.

Monitoring and evaluation of Art & Design policy

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

- monitoring of teaching and learning by the art & design subject leader and the 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?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

Date written: January 2017
Review date: January 2020

Signed: _____ Art & Design subject leader

Signed: _____ Headteacher

Signed: _____ Chair of governors