



# Elmwood Infant and Nursery School

## Art and Design Policy 2019

**Article 31** - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Updated: March 2019

Review Date: March 2022

### Introduction

The importance of Art and Design in the lives of young children is clear to anyone who has observed the concentration and delight which most children bring to drawing, painting and assembling things.

One of our main focuses in art and design education must therefore be to encourage those natural abilities which every child possesses.

All children will be able to develop their creative, imaginative and practical skills so that they will be able to communicate their observations and feelings in an individual way through a variety of media.

### Aims

In teaching Art we aim to:

- enable children to become visually literate and understand that art is a form of communication;
- enable children to use a wide range of media to communicate ideas and feelings;
- nurture and harness creativity and acquire and develop a range of skills and techniques;
- develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing. There is no 'right' or 'wrong' in art;
- enable children through observation to learn about the world around them;
- help children learn about the role of art, craft and design in their environment and take inspiration from it;
- enable children to develop their full potential confidently and independently;
- foster an enjoyment and appreciation of the visual arts, and a knowledge of artists;
- enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop children's ability to plan, express opinions on and evaluate their own work and that of others;

## **Objectives**

We will endeavour to meet our aims by working in the following ways.

- ensuring objectives are clear through short, medium and long term planning;
- ensuring Equal Opportunity;
- ensuring the gradual introduction of a range of materials and techniques and planning time for the exploration of the potential and limitations of each;
- introducing sketch books to plan work as appropriate and to show progression from the foundation stage to the end of KS1;
- focussing on a variety of skills, individually and as part of a group;
- establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product;
- using memory and imagination as starting points as well as developing work from direct observation;
- allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit;
- providing the opportunity to study the work of other artists and designers from a variety of times and cultures at regular intervals;
- teaching children specific information e.g. artistic elements (colour, tone, shape, pattern, line and texture) and skills as appropriate;
- ensuring pupils collect resources and ideas from which to develop their artwork;
- using displays to set standards, show individuality and celebrate the children's achievements and successes;
- linking Art and Design activities to other areas of the curriculum when appropriate;
- monitoring the quality of provision regularly.

## **Curriculum Requirements at Foundation Stage**

Art is encompassed and taught under the banner of 'Expressive Art and Design' within the EYFS Profile. Children are taught art appreciation through a topic-based curriculum and have the opportunity to experience a wide range of materials, tools and techniques to begin to develop their skills in this area.

## **National Curriculum Requirements at Key Stage 1**

During Key Stage 1 pupils should be taught the knowledge, skills and understanding, through a balanced programme of Art and Design activities.

Elmwood Infant School ensures that children have the opportunity to develop in all areas, and teachers use ideas linked to the terms topic to develop these skills.

Planning for continuity and progression is an important consideration in the school's long term planning. Art mornings are allocated to the teaching of Art and Design and all planning is in line with the National Curriculum guidelines.

## **Roles and Responsibilities**

The Art and Design Co-ordinator will be responsible for:

- reviewing and updating the Art and Design Scheme of Work ensuring progression throughout the school;
- ensuring the effective teaching of Art and Design throughout the school;
- auditing, organising and purchasing Art and Design resources;
- offering support and advice on possible teaching activities to all staff;
- creating an art portfolio as evidence of coverage and progression.

Class Teachers will be responsible for:

- including effective Art and Design teaching activities in their short and medium term planning;
  - setting clear objectives, success criteria and assessing pupil's work;
  - collating pupil's work in a sketchbook;
  - informing the Art and Design Co-ordinator of any resource requirements
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- a facilitator, who provides appropriate and easily accessible tools and materials for Art and Design activities;
  - an instructor in a variety of techniques demonstrating as required;
  - a role model/artist, giving opportunity for demonstration when appropriate and discussion;
  - a guide who questions on a variety of levels to help the child develop ideas;
  - a planner of activities to ensure stimulation, creativity and progression;
  - a creator of a vibrant and exciting environment for learning;
  - an assessor of understanding and skill which will be used to plan future work.

## **Delivery of Art and Design**

Teachers are expected to employ a range of teaching strategies and use their professional judgement to decide on the most effective and appropriate one to enhance learning.

## **Resources and Resource Management**

There are various resource areas where tools and materials are stored. These are; the Year 2 practical area, the stock room and the Anancy room.

The Art and Design Co-ordinator will update and replenish the Art and Design resources and inform members of staff about any new resources purchased.

## **Equal Opportunities**

All children are given the opportunity to reach their full potential. All pupils should have equal rights to access the art curriculum. When planning art lessons, teachers should create opportunities for differentiation and consider the needs of children with special education needs, children who have English as an additional language as well as children who are more able or less able.

## **Assessment, Record Keeping and Reporting**

The Art and Design Co-ordinator ensures that standards in teaching and learning are maintained by looking at work samples. Governors are kept informed of developments within the subject.

Children's work is assessed by the class teacher during the lessons, through observation and written and verbal feedback. At the end of each unit of work in KS1, children use speech bubbles to record their evaluations about their learning for the topic. In the EYFS children's attainment and progress is recorded using labels in learning journeys using the EYFS statements in the section relating to Expressive Arts and Design.

Every child has an individual sketch book which develops their observation and recording skills and enables teachers to track children's progress on the schools art assessment sheets.

Achievements by children will be celebrated through display and will be shared with parents as part of the end of year report.