

Broomhill Infant School



Art and Design Policy



Jo Jones
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Art and Design stimulates children's natural creativity and imagination. Through the exploration of techniques, materials and processes they are able to communicate what they see, feel and think. They learn to make practical decisions and explore their own ideas and those of others. It provides a way for them to understand and respond to the surrounding world. Exciting and stimulating experiences will promote children's understanding, interest, appreciation and enjoyment of all aspects of art.

Art Intent

Our Art and Design curriculum aims to inspire, engage and support children to develop their creativity to the best of their potential. They will be inspired by the creativity of others ranging from famous artists to local artists to our own school community and each other, as well as being given the opportunity to step outside their comfort zones, experiment and invent. Children will be given time and space to think, particularly in Forest School, to be peaceful and to allow themselves to be inspired. Children will be taught how important artistic creativity is to the success of the country in which we live.

Art Implementation

Art follows the National Curriculum; objectives are delivered through our topics. Enrichment opportunities are planned to engage children and immerse them experimentally into their learning before working through an enquiry-based approach. Art is often taught outside in Forest School to enable children to use natural materials and make larger works of art. Our disciplinary knowledge ensures specific skills are taught each year. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future topics. At the end of the topic, a high-quality 'outcome' is often shared with parents and/or the school community.

Art Impact

We assess the impact of the teaching through curriculum impact reviews: The Subject Lead meets with children and questions them on their learning to determine the depth of their knowledge as well as their reflections on the school values that they were working on. The subject lead will look at samples of artwork from all year groups and ensure planning has been followed.

ICT is used to support and enhance art and design and enables children to create, explore and develop their own ideas. They are able to experiment with colours, shapes and special effects and images can be altered or repeated.

Key Stage 1 children use the internet to enhance their knowledge and understanding of the work of artists, craftspeople and designers.

Art and design is planned to link and enhance learning in other areas of the curriculum whenever possible, and often occurs in Literacy, Design and technology, Science, ICT, History and Geography.

Art and design can be delivered in a number of ways depending on the activity. Generally children will experience a combination of whole class teaching, group, paired and individual work. Art sessions may include elements of the following:

- Whole class or group discussion relating to a specific skill, technique, tool, material, object, story or painting.
- Work related to a specific artist or work of art.
- Working with a specialist artist.
- Introduction or use of relevant vocabulary.
- Questioning to extend ideas.
- Teacher demonstration or modelling of skills and techniques.
- Teaching new skills and techniques.
- Introducing new tools or materials.
- Discussions relating to the use of tools or materials correctly and safely.
- Exploration of skills, tools, materials or techniques.
- Time for children to develop their own ideas and complete work.
- Using ICT to practise skills, enhance knowledge and understanding.
- Time for children to talk about, share and evaluate their work.

ART IN THE FOUNDATION STAGE

In the Foundation Stage Art is planned as part of Creative development and children work towards the Early Learning Goals. They are encouraged to use their imagination and given time to express and develop their ideas, using a wide range of materials and tools. They explore colour and colour mixing, texture, shape form and space in two and three dimensions. Opportunities are provided for children to access art related activities on a daily basis. During the first session of every morning a creative area is set up that may include painting, printing, drawing, clay, textile or collage work, ensuring over a period of a week the children experience a wide range of activities. Both structured and unstructured sessions are planned. Children might work with an adult who will demonstrate, model and teach skills or techniques or they are free to access the creative area as they wish, choosing what they want to create and which materials, tool and techniques to use. They are encouraged to talk about their work and have the opportunity to create individually and as part of a group. Creative development and art is usually planned to link with the half termly topic.

ART AND DESIGN IN KEY STAGE 1

In Key Stage 1 children's experiences from the Foundation Stage are recognised and developed further. The objectives for art are usually delivered through a combination of topic or themed work and subject specific activities.

The Programmes of study in the National Curriculum identify the aspects of art children focus on.

- Exploring and developing ideas.
- Investigating & making art, craft and design.
- Evaluating and developing work.
- Knowledge and understanding.

In Key Stage 1 children experience art as a subject specific lesson or as part of an integrated session depending on the activity. Opportunities are planned for children to record through observation, experience and imagination. Various stimuli are used as a starting point for their work. This might include focusing on themselves, the environment, a famous artist or painting, a natural or man-made object. Children are encouraged to ask and answer questions, talk about how to improve and evaluate their own work and that of others. They explore and try out materials, techniques and processes and design and make their own images and artefacts. Opportunities are planned for children to investigate different kinds of art by exploring the environment, visiting art galleries and museums and using the internet. They are taught to develop an understanding of colour, shape, space, form, pattern, texture, line and tone and encouraged to use such elements to represent their ideas and feelings.

DIFFERENTIATION

In art and design many of the objectives and activities enable all children to succeed and achieve at their own level. Differentiation is predominantly through outcome. Objectives and activities are planned and adapted to challenge different abilities and match children's individual needs by providing different resources, tasks or level of support.

INCLUSION AND EQUAL OPPORTUNITIES

No child should be discriminated against or treated less favourably because of disability, race, learning difficulties or gender. We ensure all children have equal access to all aspects of the curriculum and modify activities as necessary to meet the needs of all our children. Art resources are purchased that reflect our multi-cultural society and children have the opportunity to experience works of art from different cultures and countries.

SPECIAL EDUCATIONAL NEEDS

The school's Special Needs Policy explains the procedures for supporting children with special educational needs and art is taught according to its guidelines. Tasks are planned wherever possible to meet individual needs and abilities, so that all children are given the opportunity to reach their potential. Teachers try to ensure that activities are appropriate for those with learning difficulties and are suitably motivating and

challenging.
See also the school's Special Needs policy.

MORE ABLE PUPILS

When children are identified as being gifted and talented in art their needs should be met by the class teacher by taking into account prior knowledge and planning differentiated tasks. This may include enrichment, extension or acceleration activities. For example, the child might be presented with more challenging or open-ended tasks or may be encouraged to develop their own ideas and creativity. The class teacher will liaise with parents and suggest ways in which their talent could be further enhanced by for example taking specialist art lessons out of school.

RESOURCES

Every class is equipped with a core set of art resources including, paint, paint brushes, mixing pallets, clay bins, drawing equipment etc.
Currently there are central cupboards, where art resources are kept. Specialist materials include various paints & inks, printing and drawing resources plus a range of materials for collage and model making.
Throughout the year an audit is carried out and new materials are purchased as necessary in order to maintain stock.

ASSESSMENT, RECORDING AND REPORTING

Class teachers are responsible for assessing children's progress. The children's learning is evidenced in their sketch books and class floor books.
At the end of the academic year they receive an annual report, part of which relates to the development of their child's artistic skills and understanding.
In Foundation Stage class teachers monitor progress throughout the year. Parents receive information relating to the Foundation Stage Profile in July and artistic development is assessed against the early learning goals as part of Creative development.

DISPLAY

Art displays usually consist of examples of curricular work which have involved the children in challenging and stimulating activities. Care is taken to ensure that work is presented to its best advantage. As well as displaying work which reflects the differing achievements of all our children, we aim to create displays which are stimulating and informative including questions, statements and comments for children and parents to read.