



KENMORE PARK INFANT AND NURSERY SCHOOL – ART & DESIGN POLICY



Art & 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. (*Article 13-You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.*) 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, craft makers 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 time 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 become proficient in drawing, painting, sculpture and other art, craft and design techniques. (*Article 29- Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*)
- To increase their critical awareness of the roles and purposes of art and design in different times and culture;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To foster an enjoyment and appreciation of the visual art and knowledge of artists, craft makers 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. (*Article 28-You have the right to a good quality education. You should be encouraged to go to school to the*

highest level you can.) 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 digital media.

- 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;
 - 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. We carry out the curriculum planning in art and design in two phases: long-term and medium term. Our long-term plan maps out the themes covered in each term during the key stage. Our art and design co-ordinator works this out in conjunction with teaching colleagues in each year group. These plans have an emphasis on **key skills** and it is ensured that all key skills in art, taken from the national curriculum, are taught throughout the year.
- 3.2 Our medium term plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design co-ordinator and Year Group leaders are responsible for keeping and reviewing these plans.
- 3.3 Plans are provided which give specific learning objectives, lists of resources and suggestions for activities and ways in which progress can be encouraged. The class teacher keeps these individual plans and the class teacher and co-ordinator often discuss them on an informal basis.
- 3.4 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 key 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.

4. The Foundation Stage

- 4.1 We encourage creative work in the nursery and reception classes as this is part of the Foundation Stage. We relate the creative development of the children to the objectives set out in the Early Learning Goals which underpin the curriculum planning of children age 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 are based on topics studied in other subjects areas as well as giving children the opportunity to explore art techniques themselves. Detailed plans are provided for each unit of work for each term.

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 shape & space and through good in two and three dimensions.

5.3 Computing

We use computing to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work (CRC Article 17 - children have the right to obtain information that is important to their wellbeing from radio, books, computers and other resources).

5.4 Personal, social and health education (PSHE), Rights Respecting and Global citizenship

Art and design contributes to the teaching of some elements of personal, social and health education, Rights Respecting and Global citizenship. The children discuss how they

feel about their own work and the methods and approaches used by others.

5.5 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 teach 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 a range of activities and experiences. The children learn to respect and work with 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. (*Article 23- You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life*) Work in art and design takes into account the targets set for individual children in their individual Education Plans (IEPs).

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 and key skills for their lessons. Teachers record the children's progress via a tracking grid. Teachers update this information termly. Teachers record whether a child is e- emerging, d- developing or s- secure in the key skills. This method of recording enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.
- 7.2 The art and design co-ordinator keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school. Evidence of any arts weeks or visits is also kept in a separate portfolio.



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 specialist equipment in the art and design store.
- 8.2 A folder of display ideas is kept with other art and design resources to support teachers ideas and to show the high standard of displays previously done.

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 co-ordinator. The work of the co-ordinator 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 co-ordinator produces an annual development plan as part of the whole School Development Plan for the subject areas. The plan is evaluated on a termly basis identifying progress made towards addressing the action points whilst sharing the strengths and weaknesses in the subject and indicating areas for further improvement. The art and design co-ordinator has a limited amount of specially-allocated regular management time, which she uses to order more resources , review evidence of the children's work, and to undertake lesson observations of art and design teaching across the school.

Signed: Art Leader

Date: June 2016

Approved by the Governing Body:

Signed by the Chair of Governors: _____

Next review date: Summer term 2017