

Learning is fun at

Park Hill Infants' School



Art & Design Policy

February 2023

Version 1.2

Review date: February 2026

Version Control

Version	Date modified	Changes
1.0	January 2017	Original policy created
1.1	January 2020 July 2020	Policy reviewed and updated Ratified at FGB
1.2	February 2023	Policy reviewed and updated by K. Simpson Equalities statement added by S. Croucher Approved by Subject Leader and uploaded to Governor Hub Feb 2023. Shared with all staff.

Equalities Statement

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Aims and objectives

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. 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 and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

Our objectives in the teaching of art and design are:

- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other craft, art and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- To learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To develop the cross-curricular use of art and design in all subjects.
- To develop a rich vocabulary that reflects their skillset and knowledge.

Teaching and learning style

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. 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 or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to enjoy the process of creating and developing their ideas. Children are also encouraged to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children have the opportunity to use a wide range of materials and resources.

We recognise the fact that we have children of differing ability in all our classes, and 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:

- Making sure all Art & Design are accessible to all pupils;
- Setting tasks that are open-ended and can have a variety of responses;
- Differentiate work based on individual needs;
- Providing a range of challenges with different resources;
- The use of additional adult support, with individuals or small groups;
- Encouraging individual children to pursue any particular gift or talent.

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. At Park Hill Infants' School, National Curriculum objectives are divided half termly into topic-based learning. These objectives define what we will teach, and ensure an appropriate balance and distribution of work across each half term. The subject leader is responsible for keeping and reviewing these plans.

These objectives list the specific learning objectives and expected outcomes, and give details of how to teach the lessons and how success will be measured. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we plan progressively for all children so that there is an increasing challenge for the children as they move up through the school. This is modelled on our Vocabulary, Knowledge and Skills ladder (VAKs), showing the progression from Reception to Year 2.

We enable all pupils to have access to the full range of activities while studying art and design. Children have opportunities to participate in activities outside the classroom (workshops, visits to an art gallery, Street Art tour). There are also opportunities through our enrichment program with Art Club.

The Foundation Stage

We encourage creative work in Reception, as this is part of the Early Years Foundation Stage Curriculum - Expressive Arts & Design. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged four 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.

We provide a rich environment, indoors and outdoors, where we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The process is valued as equally as the outcome for all creative work. The activities that they take part in are imaginative and enjoyable.

Contribution of art and design to teaching in other curriculum areas;

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 approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE)

Art and design contribute to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to build on their cultural capital, through various trips and visitors throughout the year.

Humanities

As appropriate we link our work in art and design to our teaching of humanities subjects. For example, we use art to illustrate historical subjects, or help children to understand geographical features by designing models.

Computing

Computing enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras or iPads. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

Inclusion

We teach art and design to all children, whatever their ability and individual needs. 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. We strive to meet the needs of all pupils with special educational needs and disabilities, and of those learning English as an additional language.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.

Assessment for learning

We assess the children's work in art and design while observing them during lessons. All termly objectives from the VAKS ladder, are assessed by the class teacher for each child, informing them of the child's understanding and artistry with a 'best fits' model. The subject leader analyses the recorded information and provides feedback where necessary to class teachers. 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 and carers. We pass this information on to the next teacher at the end of each year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

Resources

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 specialised equipment in the art and design store.

Monitoring and review

The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
- offers demonstration lessons to teachers throughout the year;
- observes standards within the subject;
- gives feedback and advice on methods and strategies to help those achieving above and below the given objectives

Signed: _____

Print Name: _____

Date: _____