

Thomas Russell Infants' School Art and Design Policy

Rationale

The appreciation and enjoyment of the visual arts enriches all our lives.

"Art education has to take a major responsibility for important aspects of children's development, which is of intellectual, personal and social significance." (Robert Clement)

Art enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children can become involved in shaping their environment through a variety of art and design activities.

Aims and Objectives

We aim for children to make informed judgements, and aesthetic and practical decisions.

We aim to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

We aim for children to explore ideas and meanings through the work of artists and designers.

Our main objectives for Art and Design are:

- To enable children to record from first-hand experience, from imagination and to select their own ideas to use in their work;
- To develop creativity and imagination through a range of simple and more complex activities;
- To improve the children's ability to control materials, tools and techniques;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To know about great artists.

Teaching and Learning

Our art and design scheme of work ensures equal opportunities and is challenging for varying abilities at each level, through progression and differentiation. We aim to motivate children and cater for children's diverse learning needs.

Through carefully planned activities children will be given opportunities for free experimentation and development of using different materials and techniques. Children will develop their knowledge, skills and understanding, including safety skills.

We aim to provide a school environment which will actively stimulate children.

They will learn to make informed judgements, and aesthetic and practical decisions.

They will learn to recognise and try to emulate work of artists.

Curriculum Planning

We aim for art and design to make its own distinctive contribution to our school curriculum, but also to contribute to the development of other areas, such as Literacy; Mathematics; Science; Computing; Design and Technology; History, Geography, R.E and PSHE.

Key Stage 1

At key stage 1 children will be taught the knowledge, skills and understanding through:

- Using a range of materials creatively to design and make products;
- Exploring practical work from own experiences, stories, natural and made objects;
- Working on their own and collaborating with others, on two and three dimensions in a variety of scales;
- Using a variety of tools and techniques, safely and appropriately;
- To use a variety of techniques e.g. drawing, painting, collage, print making, digital media, textiles and sculpture to develop and share their ideas, experiences and imagination;
- Investigating different kinds of art, craft and design
- Reviewing what they and others have done and say what they think and feel about it;
- Identifying what they might change in their current work or develop in their future work;
- Explore visual and tactile elements; including colour, pattern and texture, line and tone, shape, form and space;
- Exploring 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.

The Key stage 1 teachers use the programmes of study in Art and Design from the new 2013 National Curriculum to inform their teaching and planning.

Long-term plans show themes and techniques covered in each term within Key Stage 1. Techniques are developed from Year 1 and 2 to ensure progression in a variety of skills.

Activities and techniques are then planned in more detail and are often linked to termly topics. Clear learning objectives and skills are then linked to each activity.

Foundation

In the Early Years children may carry out a range of Art and design skills through 'Expressive Arts and Design' although it will also carry over into many other areas within the Foundation Stage.

Children will have the opportunity to:

- Explore colour, texture, shape, form and space in natural, and manufactured objects, resources from different cultures, and in their environment;
- Be stimulated to think about and respond to what they see, touch, feel, in different ways;
- Use their imagination and express their ideas, thoughts and feelings through a range of materials and suitable tools;
- Gain mastery of manipulation actions safely (e.g. cutting)
- Work individually, in groups and as a class.

ICT (Computing)

Information and Communication Technology enhances our teaching and learning of art and design, whenever appropriate.

Children use a variety of software packages to explore shape, colour and pattern in their work. Children can collect visual information to help them develop their ideas by using cameras or iPads.

Children can also manipulate images by using photo-editing or painting software.

The children may also use the Internet to find out more about the lives and works of artists as well as looking at on online galleries.

E-safety

The E-safety policy is the responsibility of all staff. The E-safety policy is taught through all subjects to ensure that the children have frequent reminders about staying safe on-line.

All staff follow the E-Safety policy particularly if using the internet to enhance teaching and learning in Art and Design.

Health and Safety

Children are instructed in the correct and appropriate use of all resources for art and design and are shown how to use tools safely.

They are made aware of specific dangers e.g. when using sharp resources and are supervised during all activities.

SEN

We enjoy teaching Art and Design to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children.

We provide learning opportunities that are matched to the needs of children with learning difficulties.

Equality Statement

"The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping."

Assessment and Recording

Through continuous whole school planning and review, the art and design curriculum will be assessed and monitored regularly.

At Key Stage 1 children show progression of their skills with examples of recorded work. Children's skills are also assessed at the end of Year 1, which is passed on to the Year 2 teacher. Skills are then assessed again at the end of Year 2.

In early years children will be assessed through observations of their practical work, and through their reflections and responses to other art work as well as their own.

Monitoring and review

Work in progress should be recorded as and when possible through photographs, along with discussions with children about their work. Examples of work may be shown through drawings, paintings, models and photos of work found in children's books/folders or displays as it is impractical to keep finished products in school for any length of time and children should be allowed to keep them at home.

October 2015

Review date October 2017