



## Art Policy

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Date last review adopted by governing body:	28/01/2016
Frequency of review:	Annual

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### 1. The purpose of the art policy

This policy is a working document for all educators in our school. In this document the term educators is used to describe teachers and teaching assistants. It describes the school's fundamental understanding of the purpose of art education and the way art contributes to children's learning. It describes 'How we do it here' and is therefore written in consultation with the staff to reflect their knowledge, skills and understanding of art. It reflects an understanding of the National Curriculum for Art, the Early Years Foundation Stage and any specific requirements of the school. It also advises parents, governors and inspectors of the principle aims of the teaching of art in the school and how those aims are put into practice.

### 2. Aims

At Writtle Infant School we believe that art is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences. The school's aim is to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

We believe that art and design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

### 3. Curriculum content and planning

To achieve that aim the school plans a range of activities in art which provide opportunities, as required by the National Curriculum for Art 2014, for pupils to:

- Record responses to experience and imagination and to observations of the natural and made environment.
- Gather a range of resources and materials, using them to stimulate creativity and develop ideas.
- Explore and use two and three dimensional media, working on a variety of scales.
- Review and modify their work as it progresses.
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures and making links to their own work.
- Respond to and evaluate art, craft and design, including their own and the work of others.

They will achieve this through developing an understanding of the use of the seven art elements as outlined in the National Curriculum: line, shape, colour, pattern, texture, form and space.

Our thematic approach to the curriculum, encourages children to use art and design for a variety of purposes and children's enjoyment of the visual arts enhances and enriches their everyday lives.

#### **4. Early Years Foundation Stage**

**Requirements** – Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities and design and technology.

#### **5. Aspects of Expressive arts and design – Art and Design**

**Exploring and using media and materials** - is about children's independent and guided exploration of and engagement with a widening range of media and materials. Children find out about, think about and work with colour, texture, shape, space and form in two and three dimensions. It is also about how they use tools safely and how they sing songs, make music and dance.

**Being imaginative** - is about how children use what they have learnt about media and materials in original ways. Also how adults support them to develop and build their imaginations, ideas and feelings through stories, role-play, imaginative play, dance, music, design and art.

#### **6. What Creative Development means for children**

Creativity is about taking risks and making connections and is strongly linked to play. Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make-believe. Creativity involves children in initiating their own learning and making choices and decisions. Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable. Being creative enables children to explore many processes, media and materials and to make new things emerge as a result.

#### **7. The role of the art coordinator**

The art coordinator will:

##### **i. Promote art**

- Review regularly the school's art policy, to ensure that they meet the requirements of the National Curriculum and the Early Years Foundation Stage. That they are accessible and familiar to all staff and to ensure that they are modified to reflect any changes, for example new resources or expertise, within the school.
- Be a source of reference for colleagues, and ensure that they are aware of new developments in art.
- Keep up to date on developments in the teaching of art and attend professional training when appropriate.

- Provide a range of high quality resources.
- ii. Monitor**
  - Monitor continuity and progression in art, by consultation with colleagues and observation of pupil's work
  - Monitor the provision of resources for art.
  - Have an overview of teaching art in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.
- iii. Guide**
  - Lead training to support the teaching of art: the development of the curriculum; the development of skills; the development of an understanding of the place of art in children's learning
  - Disseminate information about current available in-service training
  - Give guidance on procedures for assessment and recording consistent with the school's assessment policy.
  - Support less confident colleagues.

## **8. Classroom management**

Materials, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled to allow actual or visual access to the children. Educators demonstrate the ways in which specific materials, tools and processes are organised and pupils are expected to take an increasing level of responsibility for that organisation. To ensure consistency and development of practice across the school, there are agreed procedures for common activities: the usage and mixing paint, for example. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

## **9. Teaching**

Whilst art will at times be related to other subjects through our thematic approach, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art. These activities will take account of children's previous experience in art.

Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils. Where the supervision of art activities is delegated to teaching assistants, they will have access to training and be able to support pupils effectively.

## **10. Progression and continuity**

Progression and continuity are ensured by reference to the long term curriculum maps for art and by each educator's awareness of the activities. How they should be presenting to their pupils and how these build on the previous art experience of their pupils.

## **11. Assessment and recording**

Assessment procedures are followed which relate to the school's overall policy for assessment and to the end of Key Stage attainment targets for National Curriculum art. Children in the Early Years

Foundation Stage are assessed through the Early Excellence Baseline and the EYFS Profile. Assessment relates to the learning objectives for each art activity.

Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year, an observational drawing of a plant, person or object, for example.
- Individual art folders containing selected, dated, annotated pieces.
- Individual sketchbooks containing dated, annotated pieces.
- A whole class discussion about work at the end of each stage of its development.

A formal written assessment will be sent to parents once a year. Recording is kept to the minimum but is sufficient to note an individual's progress and to provide guidance for future learning and teaching.

## **12. Special needs and equal opportunities**

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

### **Equality Statement**

*"The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and 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."*

## **13. Resources**

A range of basic resources for drawing, painting and working in three-dimensions is available in each classroom. They are presented in such a way that they are accessible, attractive and are maintained in good order. Additional, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms. Books and other visual materials to support learning about artists, designers and craftspeople are kept in the library or on the shelf next to Parrots classroom. The posters are kept in the plan chest in the hall.

The school has a range of natural and made objects from a range of cultures for use as a stimulus for work from observation and imagination. These are kept in the art cupboard. This is supported by educators' individual collections. When appropriate the school uses outside resources, such as gallery visits and visits to the school by artists and craftspeople to support pupil's learning in art.

## **14. Funding**

Management for the funding for art is the responsibility of the art coordinator, in consultation with the Head teacher and other colleagues. Monitoring will take place to enable planning for the routine replacement of equipment of materials and for the acquisition and development of art resources.

## **15. Display and presentation**

The school recognises that care in the effective display and presentation of pupil's work and of resource materials, has a positive effect on pupil's learning and on their respect for the subject. Classroom displays are changed according to the topic and the display boards around the school are changed each term to reflect all areas of the curriculum. The coordinator monitors the displays and a photographic record is kept.

## **16. Role of Governors**

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

## **17. Health and safety**

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

## **18. ICT**

Interactive whiteboards are extensively used by teaching staff, the whole class, groups or individuals throughout all aspects of lessons. ICT is used in maths lessons where appropriate. A range of resources including I-pads, tablets and Beebots are used to support and enhance learning.

## **19. SEND**

Through our assessment procedures we aim to identify children with additional needs to enable all children to achieve their full potential. Those children who are experiencing difficulties are given extra support as outlined in their One Plans and Class provision maps. This is monitored by the Class teacher and SENCO. We provide learning opportunities that are matched to the needs of the children in line with our SEND and Inclusion policies. Teachers will ensure that they match work to differing levels of ability and development, supporting those who need to make progress in smaller steps. Intervention support programmes are run to scaffold the learning of the children making less than expected progress.

## **20. Able and gifted children**

Children who show a particular aptitude for mathematics will have opportunities to work on more challenging investigations and problem solving activities within their class. These children will also be challenged through direct questioning within lessons. Activities will be planned to develop mastery of skills and ensure a deepening breadth of study.

## **21. Evaluation and review**

This policy has been agreed by staff and governors in the Spring term of 2016 and will be reviewed in the Spring term of 2019.