

Bushfield Road Infant School



Art & Design Policy

Updated Autumn 2021

This policy will be reviewed annually, each autumn term, or earlier in the event of any updates.

Updates will be brought to the attention of all staff and governors at the earliest opportunity.

The National Curriculum

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation'. (National Curriculum, 2014)

The key aims of the national curriculum outline that children should be able to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art and craft design technique
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

1. Curriculum Intent

At Bushfield Road Infant School, we value Art and Design as an important part of our children's entitlement to a broad and balanced curriculum. The intent is to ensure all our pupils produce creative and imaginative work. Art and Design provides our pupils not only with the opportunities to develop and extend their skills, but with the opportunities to express their individual interests, thoughts and ideas.

Children will become confident and proficient in a variety of techniques including drawing, painting and sculpture as well as a variety of other craft skills, e.g. collage, printing and weaving. Children will be introduced to a range of art work and develop knowledge of the styles and vocabulary used by famous artists, designers and craft makers. The skills they acquire are also applied to our cross curricular themes and quality texts, allowing children to use their art skills to reflect on and explore topics in greater depth.

Pupils will be clear about what the intended outcomes are and have a means to measure their own work against this. In Art, our pupils are expected to be reflective and evaluate their work, think about how they can make changes and keep improving.

2. Implementation

The school uses a variety of teaching and learning styles in the arts. Our principal aim is to develop the children's knowledge, skills and understanding in the arts through providing a rich and creative curriculum that meets the individual needs of our pupils. 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 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 ICT.

We plan activities so that they build on prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding. We also build plan progression so that there is an increasing challenge for the children as they move up through the school.

We provide a rich environment and a cross curricular approach based on quality texts. Children experience a wide range of activities and the opportunity to work alongside artists, performers and other adults. Inspiration Days are planned each term to engage pupil's interest in the arts.

3. Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

4. Teaching and Learning

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 which builds on prior learning
- Grouping children by ability and setting differentiated tasks for each group
- Using additional adults to support the work of individual children or small groups
- Providing a range of activities with different resources

5. The Foundation Stage

The Statutory framework for the early years foundation stage 2021 states that:-

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.'

We encourage creative work in the Nursery and Reception classes as this is part of the Foundation Stage EYFS Framework. We relate the creative development of the children to the objectives set out in the EYFS and Foundation Stage Profile, which underpin the curriculum planning for children aged 3 to 5 years old. The children's learning includes art, music, dance, role play and imaginative play. The range of experiences provided encourages children to make connections between one area of learning and another and so deepens their understanding.

6. Arts and SEND

At our school we teach the arts to all children, whatever their ability. The Arts form part of the school curriculum to provide a broad and balanced education for all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable all pupils to have access to the full range of activities involved in learning about the arts. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and Recording

We assess the children's work in art and design, music, dance, drama, speaking and listening whilst observing them working during lessons.

Children's work is displayed around the school. Children perform termly to their peers, parents and the wider community.

We keep evidence of the children's work in art to demonstrate the level of achievement.

8. Resources

Pupils have access to a wide range of resources to support their learning. All our classrooms have a range of basic resources including powder paint, brushes, pallets, water pots, aprons, pencils, pastels, crayons, felt tips, paper, card, scissors and glue. We keep a range of more specialised equipment in our central storeroom.

9. Monitoring and Review

The monitoring of the standards of children's work in the arts is the responsibility of all teaching staff. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Written: September 2021

To be reviewed: September 2022