

ST. HELEN'S CATHOLIC INFANT SCHOOL



Art Policy

Written by	Date	Ratified by	Date
V. Marven	2020	Governors	2020

To be reviewed	Annually	Every 3 Years
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Reviewed on	Reviewed by	Next review date
June 2023	Z.Cook	June 2026

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Subject Intent

At St Helen's Catholic Infant School, our intent for Art and design is to provide a broad and balanced curriculum which enables children to explore their natural creativity and imagination; and equip children with the knowledge and skills to have a **lifelong** appreciation of different art forms.

- To ensure full coverage of the curriculum, Art is broken down in to skills that are taught over the year. Cross-curricular links are made wherever possible to ensure provision is **broad and balanced**, especially with RE and Music.
- We celebrate **diversity** by exploring a range of artists from around the world. These artists represent different cultures, genders and religions, as well as learning about the greatest artists in History that have shaped art as we know it today.
- **To enrich the curriculum**, we invite professionals from a variety of backgrounds to share their art and experiences with the children. We also have links with other schools in our local community who we share good practice with and invite their children to showcase what they have been learning also.

We aim to give all our children the opportunity to:

- Develop and stimulate their creativity, ideas and imagination.
- Develop their artistic skills, vocabulary and knowledge and understanding.
- Approach art with confidence and enjoyment.
- Explore and use materials and processes in a variety of ways to communicate their ideas and feelings.
- Develop their understanding and use of colour, pattern, texture, tone, line, form, shape and space in 2D and 3D to represent their ideas and feelings.
- Experience a wide range of artistic activities and processes, techniques, tools and materials.
- Experience and use the work of artists, craftspeople and designers, from their own and different countries, cultures and times.
- To work alongside artists at workshops or within school.
- Evaluate and respect their own work and the work of others.
- Ask and answer questions about works of art.
- Develop the ability to work co-operatively.
- Develop skills, attitudes and attributes that can support learning in other areas.

Legislation and Guidance

We encourage creative work in the early years, as this is part of the EYFS Curriculum. We relate the children's creative development to the objectives set out in the document 'Development Matters', under the specific area of Expressive Arts & Design.

In Key stage 1, teachers will follow the National Curriculum and pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about 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.

Roles and Responsibilities

The role of the Art Leader will be responsible for:

- reviewing and updating the Art scheme of work ensuring progression through the school;
- attending co-ordinator meetings and relevant INSET courses;
- auditing, organising and purchasing Art resources;
- informing colleagues of new developments in Art and updating the Art subject folder regularly;

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- reviewing the action plan for Art annually.

Class teachers will be responsible for:

- including effective Art teaching activities in their short and medium term planning;
- setting clear objectives, success criteria and assessing pupils work;
- informing the Art co-ordinator of any resource requirements.

Organisation and Planning

Our teaching of Art is based on Development Matters in EYFS and The National Curriculum in KS1. We carry out the curriculum planning in Art in three phases: long-term, medium-term and short-term. The long-term plan maps out what will be covered in each term during each key stage.

Our medium-term plans, give details of work for each term. They identify learning objectives and outcomes and ensure an appropriate balance and distribution of work across each term. They also show where Art links with other areas of the curriculum.

We plan the activities in Art so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding. There is a strong focus on skills taught in Art and these skills are developed further in each year group. Plans are flexible and often adapted according to half termly themes and to the needs of our children. Activities and objectives are planned to ensure breadth, balance, progression and continuity and aim to extend children's experiences, their knowledge and understanding and quality of their work. Year group teams produce plans which identify objectives and activities with scope for change to meet the needs of the children accordingly.

ICT is used to support and enhance art and design and enables children to create, explore and develop their own ideas. They are able to experiment with colours, shapes and special effects and images can be altered or repeated.

Art and design is planned to link and enhance learning in other areas of the curriculum whenever possible, and often occurs in Literacy, Design and technology, RE, Science, ICT, History and Geography.

Art and design can be delivered in a number of ways depending on the activity. Generally children will experience a combination of whole class teaching, group, paired and individual work. Art sessions may include elements of the following:

- Whole class or group discussion relating to a specific skill, technique, tool, material, object, story or painting.
- Work related to a specific artist or work of art.
- Working with a specialist artist.
- Introduction or use of relevant vocabulary.
- Questioning to extend ideas.
- Teacher demonstration or modelling of skills and techniques.
- Teaching new skills and techniques.
- Introducing new tools or materials.
- Discussions relating to the use of tools or materials correctly and safely.
- Exploration of skills, tools, materials or techniques.
- Time for children to develop their own ideas and complete work.
- Using ICT to practice skills, enhance knowledge and understanding.
- Time for children to talk about, share and evaluate their work.

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EYFS

In EYFS, Art is planned as part of Creative development and children work towards the Early Learning Goals. They are encouraged to use their imagination and given time to express and develop their ideas, using a wide range of materials and tools. They explore colour and colour mixing, texture, shape form and space in two and three dimensions. Opportunities are provided for children to access art related activities on a daily basis. The children have regular access to a 'creative workshop' in the classroom where they have a variety of art materials to use such as paints, glue, pens, scissors, fabrics, wooden sticks etc. They have examples and pictures of models they can try to re-create and they also have the freedom to develop their own models. Both structured and unstructured sessions are planned. Children might work with an adult who will demonstrate, model and teach skills or techniques or they are free to access the creative area as they wish, choosing what they want to create and which materials, tool and techniques to use. They are encouraged to talk about their work and have the opportunity to create individually and as part of a group. Creative development and art is usually planned to link with the half termly topic. For example children might respond to what they see, touch and feel by collecting, observing and drawing Autumn leaves during work related to colour and pattern or create textured pictures as part of a topic.

KS1

In Key Stage 1 children's experiences from the Foundation Stage are recognised and developed further. The objectives for art are usually delivered through a combination of topic or themed work and subject specific activities. The Purpose of study in the National Curriculum identify the aspects of art children need to focus on. The National Curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- 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

In Key Stage 1 children experience art as a subject specific lesson or as part of an integrated session depending on the activity. Opportunities are planned for children to record through observation, experience and imagination. Various stimuli are used as a starting point for their work. This might include focusing on themselves, the environment, a famous artist or painting or a natural or man-made object. Children are encouraged to ask and answer questions, talk about how to improve and evaluate their own work and that of others. They explore and try out materials, techniques and processes and design and make their own images and artefacts. Opportunities are planned for children to investigate different kinds of art. They are taught to develop an understanding of colour, shape, space, form, pattern, texture, line and tone and encouraged to use such elements to represent their ideas and feelings.

Inclusion

In Art many of the objectives and activities enable all children to succeed and achieve at their own level. Scaffolding is predominantly through outcome. Objectives and activities are planned and adapted to challenge different abilities and match children's individual needs by providing different resources, tasks or level of support.

No child should be discriminated against or treated less favourably because of disability, race, learning difficulties or gender. We ensure all children have equal access to all aspects of the curriculum and modify activities as necessary to meet the needs of all our children. Art resources are purchased that reflect our multi-cultural society and children have the opportunity to experience works of art from different cultures and countries. See also the school's Equal Opportunities policy and the Disability Discrimination Act.

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Monitoring Arrangements

Monitoring and assessment is undertaken through observation of children using different techniques, discussion and finished work. Class teachers are responsible for assessing children's progress and keeping records. The Art leader uses this assessment to identify the bottom 20% of children and the greater depth.

In EYFS, teachers keep pupil tracking sheets for all areas of the curriculum which monitor progress throughout the year. Parents receive information relating to Expressive Arts and Design in an annual report at the end of EYFS.

In Key Stage 1 teachers assess children's progress, skills, knowledge and understanding and use these to measure how successful the teaching has been, to inform future planning and to provide next steps. Each child has a sketch book with up to date examples of work.

Links with Other Policies

The school's Special Needs Policy explains the procedures for supporting children with special educational needs and art is taught according to its guidelines. Tasks are planned wherever possible to meet individual needs and abilities, so that all children are given the opportunity to reach their potential. Teachers try to ensure that activities are appropriate for those with learning difficulties and are suitably motivating and challenging.

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