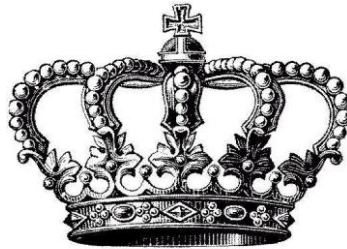


# QUEEN'S DRIVE INFANT SCHOOL



## ART AND DESIGN POLICY

March 2020

## Art and Design Policy

### Vision

This policy reflects the requirements of the National Curriculum framework and the Areas of Learning and within the Foundation Stage Curriculum.

Our vision in Art is to create the highest form of human creativity. Art is a fantastic way for all children of all ages to express themselves, be creative and to explore throughout all areas of the Curriculum.

“All children are artists” Pablo Picasso.

### Aims/Intent

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.

We 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.

National Curriculum 2014

### Implementation / Organisation

Children will develop their knowledge, skills and understanding through progressive activities from Foundation stage to Year Two. Each year group covering progressively more complex aspects of the main areas – drawing, painting, printing and sculpture.

Defining and Demystifying the destination - Class teachers to teach art through the half term topic. There should be a skills focus, using different mediums to build up to a final piece. At least one session will be devoted to the teaching of discrete art skills e.g. observation skills, during the half terms chosen to teach art. A series of lessons may be followed by a session where skills and techniques are applied. End pieces may be directed towards other subjects where appropriate, and in the style of the focused artist.

High Expectations/Challenge for all – Within the class we recognise there will be different ability Artists and we aim to provide suitable learning opportunity for all children. We achieve this by:

- Setting open ended tasks
- creating the ethos their pieces of art may look different to their peers
- Provide a range of materials that reflect the ability of the learner

Feedback – Children are moved on through in the moment feedback during their Art lesson. Children are also encouraged to give their peers feedback during the lesson discussing their appreciation and how they can improve their piece of Art.

## Planning

The National Curriculum document is used to plan learning in Years 1 and 2. Teachers incorporate the skills and knowledge from this into half termly topic-based planning. Children are taught across 6 topics during KS1 which includes key skills and techniques that will be covered throughout the year, leading on from the previous year.

As part of Long-term planning, we have identified core books for each Year group and has been built into our planning. We also include both famous artists and local artists to inspire and engage the children's learning. Activities are then planned for in medium term plans, which are then carried out within weekly plans.

In EYFS, basic Art skills are taught through development matters areas; exploring media and materials and being imaginative. Children have the opportunity to explore different materials and media to create simple representations of their experience and imagination. Art and Design skills are taught through planned themes and topics and also on a daily basis where children have the opportunity to independently explore their skills and concepts through their representations.

## Impact / Assessment and monitoring

Teachers use pre assessment to find out what the children already know and inform further teaching. Ongoing reflection is used to help pupils embed and develop their understanding and skills. Observations written by staff, videos, photos and artwork of the pupils show evidence of learning and understanding. Pupils are given verbal feedback and rewarded with stickers. Pupils' individual progress is shown on the school assessment programme 'Insight tracker', gaps are identified and added to planning. The Art co-ordinator collates termly data and checks trends and groups.

Children's artwork will be celebrated in the art gallery in the library, through class and school displays. They should be given the opportunity to discuss displays of work within the classroom.

Reviewed by Clare Hopley Art Co-ordinator March 2020