

Halfway Nursery Infant School



Art & Design Policy

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HALFWAY NURSERY INFANT SCHOOL

Art and Design Policy

Rationale:

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims and Objectives:

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.

Attainment Targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Teaching and Learning Styles:

Here at Halfway Nursery Infant school we use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. 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/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 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 where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. In order to achieve our aims and to meet the requirements of the National Curriculum, the planning and teaching of Art in our school is approached in the following way:

We carry out the curriculum planning in music in two phases (Medium term planning and weekly planning).

- The medium term planning which is written on a half term basis, gives details of the unit of work for that half term along with an anticipated breakdown.
- The weekly planning identifies the objective which is being taught in a given week along with the intended activities to meet this.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move through the school. Teachers ensure that over the course of a school year children are given the opportunity to:

Explore a range of different materials, tools and equipment.

Use ICT which is integrated into the subject.

Experience working on a task alone, with a partner and in a larger group.

Work on a variety of tasks/ activities including 3 dimensional work.

Experience a balance between art, craft and design, between AT1 and AT2 and of materials and techniques.

Make connections between their own and others' work and the work of artists past and present.

Early Years Foundation Stage

We particularly encourage creative work in the reception class as this is a central element of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Art in the National Curriculum:

Key stage 1:

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.

Assessment and recording:

We assess the children's work in art and design whilst observing them working during lessons. Teachers assess the progress made by children against the learning objectives for their lessons. At the end of each academic year we make a judgement and record each child's progress against the National Curriculum levels of attainment. This information is used to plan future work as well as forming part of the annual report to parents.

Teaching art and design to children with special needs:

We teach art and design to all children, whatever their ability. Art and design helps provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Wherever appropriate, work in art and design takes into

account the targets set for individual children in their Individual Education Plans (IEPs).

Differentiation:

In art activities differentiation is mainly by outcome, though in cases where pupils have special educational needs there may be the need to differentiate by task. Particular care will be taken to ensure that critical studies activities do not disadvantage the less able.

Equal Opportunities:

The Whole School Policy on Equal Opportunities will be continued through the Art curriculum. In particular, opportunities will be given to expose children to artists from a range of cultures, both European and non-European, and genders. Creative activities will allow children of all abilities to participate.

Health & Safety:

When working with tools, equipment and materials in practical activities and in environments, including those that are unfamiliar, pupils will be taught:

About hazards, risks and risk control.

To recognise hazards, risks and take steps to control the risks to themselves and others.

Use information to assess risks.

Manage their environment to ensure the health and safety of themselves and others.

Explain the steps they take to control risks.

Resources:

A basic range of materials will be available in each classroom to ensure the continuity of experience as the child progresses through school. Other materials and art resources are available from the stockroom and the Art drawer in the ICT Room.

Resources available include:

- Natural and man made objects.
- Artefacts from other cultures.
- Books of the works of different artists.
- Art postcard packs:
- Portraits
- Landscapes
- Various pictures, prints, cards of different artists' work.

Consumable stock is monitored and new supplies ordered as needed. All staff have free access to consumable materials.

Resources- Essential:

- 2B, 3B pencils

- Pastels
- Powder paint
- Brushes- range
- Collage- card, foil, thread, fibre, etc.
- Textiles- threads/fibres/wood fabric.
- Felt tip pens
- Crayons
- Colouring pencils
- Glue stick
- PVA glue
- Pritt Stick
- Sequins
- Glitter
- Feathers

Resources- Desirable/central:

- Brushes (for ink)
- Ready mix
- Spray paint (gold/silver)
- Water colours
- Weaving cards/fabric
- Fabric pens/crayons
- Metallic crayons
- Plaster
- Natural textured materials
- Clay
- Split pins
- Pipe cleaners
- Tissue paper
- Crepe paper
- Foil (selection of colours)
- Cellophane
- Vivelle
- Felt
- Sugar paper
- Poster paper
- Cartridge paper
- Gummed paper
- Art straws
- Sewing thread
- Acrylic paint
- Structa sticks
- Lollipop sticks
- Match sticks

Guidelines for display:

Aesthetically pleasing surroundings influence both learning and social behaviour. We recognise the importance of display and presentation as a stimulus and as a demonstration of children's work. Good displays should help raise children's self-esteem and establish a sense of belonging.

The provision of information displays and decorative displays of aesthetic value help children to appreciate and learn. Teachers, therefore, give careful consideration to the aesthetic environment that is created within each classroom and the school in order that children can be stimulated and their achievements celebrated. Well-mounted and presented children's work is, therefore, given a high priority in our displays.

As well as the provision of displays in the classroom all staff contribute to displays in other areas of the school which are co-ordinated by the Art co-ordinator. Good displays create a good first impression to visitors.

- Don't overcrowd a display. Spaces enhance work on display.
- Always title and annotate displays, using appropriate vocabulary. Make learning objectives clear.
- Colours should be muted and can be mixed with neutral such as cream, white and pale grey.
- Brighter colours, if used should be mixed with muted shades in the same colour range.
- Text/titles are best kept in black ink on a white background.
- Use a grid if unsure of layouts. This ensures the balance of the display.
- Use borders where possible.
- Display work straight as in a gallery.
- Use stick glue. PVA causes bulking.
- Use boxes to raise things from a flat surface.
- Use books and 3D objects to increase interest.

Monitoring and Review

The Headteacher, with the support of the Art and Design Co-ordinator, will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

Subject coordinators are responsible for the monitoring of assessments for their curriculum area.

