

Church Aston Infant School



Art and Design Policy

June 2023

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Review Date	Date Approved by Headteacher	Date of next Policy Review
June 2023	June 2023	June 2026

Principles

Art is by its nature dynamic and should be constantly under review. It enables the individual to make a creative statement in a variety of ways that encompass:

- Thought
- Visual awareness
- Tactile awareness
- Colour
- Shape and form

Art allows the imagination freedom. It gives the person opportunities to express and communicate creative ideas to others.

Art can be representative, commemorative, thought provoking, beautiful, illustrative, interactive and sheer fun.

Aims

- For the pupil to be given the opportunity to make a creative statement through a wide range of media
- For the pupil to develop the skill and ability to record visual observations with growing confidence and with increasing detail
- For the pupil to become aware of time and motion in art
- For the pupil to, at times, work with other pupils collaboratively on a range of differing projects
- For the pupils to have the opportunity to work with visiting artists
- For pupils to study the work of other artists both little known and famous
- For pupils to develop both appreciation and critical awareness of the work of others
- For the pupils to have the opportunity to exhibit their creative work to a wider audience
- For the pupil to derive pleasure and enjoyment from art
- For the pupil to develop an understanding that art can be used in conjunction with other expressive arts to communicate meaning and enjoyment to others.

Early Years

Pupils should be taught:

Expressive Arts and Design

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.

Planning should be progressive and build on children's experience, it should enable them to have the knowledge needed them to access our KS1 Art and Design Curriculum. The majority of children should reach the Early Years Learning Goal at the end of Reception year.

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting, sculpture and felting 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

As professionals, it is necessary to recognise that the development of manipulative skills in young children plays a vital role in achieving our aims. Children need to develop both gross and fine motor control. From their earliest experiences, children become aware through tactile exploration (touch). They are bombarded with visual representations in their world that they need to make sense of. We must give the children opportunities to develop their visual and tactile experiences, and help them to make sense of these through the opportunity to record what they see and feel. Firstly, young children must be given the opportunity to explore colour, tone, form and texture. Secondly, they should record in a way that enables them to develop both gross and fine motor control. It is vital that the teacher recognises that the very young or inexperienced child initially needs the opportunity to express themselves at their own level, even if this might seem clumsy or too bold. It is important that children's efforts are praised.

What needs to be done?

- Teachers need to ensure their long term planning aims to ensure coverage of the aims of this policy
- Teachers need to refer to the N.C. programmes of study when planning in both the long and medium terms
- Teachers need to ensure progression from one key stage to another and across year groups.
- They should plan for depth and new experiences for the pupils.
- Teachers need to be aware of the need to assess pupils' work to determine future learning objectives

Other Curriculum Links

Art is an integral part of the wider curriculum. It can be used to enhance the performing arts. The skills children develop are important for communicating ideas and information in the subjects of history, geography, science, music and literacy.

I.T. can be used to research the subject. With the aid of specific programs and hardware (scanners and digital cameras) pupils can express creatively in new ways.

Health and Safety

Teachers need to be aware that the health and safety of the pupils is at all times protected.

Whilst all commercially produced materials purchased from Educational Suppliers must conform to COSHH guidelines, this will not necessarily be the case for 'found' materials. Teachers must be aware of any potential hazards when using 'found' materials.

Teachers also must ensure pupils are aware of the potential dangers in the use of equipment, and have guidance and training in its use. (Please refer to Risk Assessment for Art).

Inclusion

At our school we teach art and design to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs and Disabilities; Equalities; Most Able; English as an Additional Language (EAL).

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