

Airedale Infant School

'Ambition, Bravery, Respect

Art Policy

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	Subject Leader/SLT
Approver	Academy Council

Rationale

The Arts provide a wealth of vital experience to excite children's imaginations and develop their creativity. This area of learning encourages them to participate actively, to try out different possibilities, and to make and communicate meaning to different audiences through a variety of media and contexts.

The Importance of Art and Design:

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 on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

Aims: Intent

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 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

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Purpose of study

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.

Curriculum and Subject Content: Implementation

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.

Inclusion

Inclusive practice in art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Teaching and Learning:

The school uses a variety of teaching and learning styles in art and design lessons, through a mixture of whole-class teaching, individual/group activities and after school clubs that are available to the children.

Our principal aim is to develop the children's knowledge, skills and understanding in art and design ensuring that the children develop skills for exploring, developing their own ideas, evaluating and improving their creative work.

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Teachers draw attention to good examples of individual performance as models for the other children as well as using an artist's work to inspire them. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Art Curriculum Map 21-22

Year 1	Chalk images ourselves		Painting- Joan Miro Sculpting- Jeff Koons		Art in Nature- Andy Goldsworthy	
Year 2		Yvonne Coomber City Landscapes	Henri Rousseau Paintings	Still Life Drawing & Sculpting Auguste Robin	Aboriginal Art	Metzinger Mosaic

Art and Design Curriculum Planning:

Art and Design is a non-core subject in the National Curriculum. Art and Design is integrated into our half termly/termly topics. 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 up through the school.

Art and Design Resources:

Each class/year group is responsible for their own art stock. This is ordered based on art and design topics that are approaching and to replace any used stock that is ongoing throughout the year. Stock is kept in classrooms or a designated area for each year group e.g. stockrooms.

Assessment: Implementation

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

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The National Curriculum has no prescribed assessment for art. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in art and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils progress. The school art coordinator monitors progress through the school by sampling children's work at regular intervals.

Monitoring and evaluation

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside planning scrutinies. This enables the art leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in art across school.

Reviewed: September 2021

To review: September 2022