



## Art and Design Policy

### Aims

- To provide a curriculum where children begin to show an understanding of the elements of Art and techniques that can be used.
- To develop children's creativity and imagination by providing a range of activities that build on the children's own identity and experiences.
- To help children explore the world at first hand using all their senses and so gain knowledge and understanding of the world in which they live.
- To develop confidence and self esteem in design and in the production of creative work.
- To be able to talk about their own work and the work of other artists and develop critical appraisal skills.
- To develop an appropriate vocabulary to help them understand their work, consider the descriptive emotional and experiential elements and so extend their thinking.
- To provide equality of opportunity – an entitlement to a range of high quality Art experiences for every pupil whatever their background and ability.

The emphasis in our teaching of Art and Design is on practical experience, it is mainly topic based and is celebrated in display and performance throughout the School and externally where appropriate.

Art is not a subject that stands alone, links may be made with many other areas of the curriculum. For instance, in Maths children will be taught to observe and understand the patterns and properties of shape. In English valuable work takes place in expressing individual opinions and listening to the views of others. ICT provides additional equipment and tools to help produce and manipulate images and possibilities for the creative use of materials. The knowledge and skills our children learn through art contribute to the wider aims of our curriculum.

### Early Years Foundation Stage

In the Foundation Stage, art and design is developed through the specific area called "Expressive Arts and Design", this includes music, dance, role play and imaginative play, but for the purposes of this policy only the aspects relating to art and design will be referred to.

By the end of EYFS, most children should be able to:

- Experiment with colour, texture, shape, form and space.
- Represent their own ideas, thoughts and feelings through art activities

### Exploring and Developing Ideas

Children should experience:

- Learning from first hand observation, experiences and developing their imagination.
- A wide range of materials, resources and sensory experiences in order to explore colour, texture and the environment.
- Taking part in simple observation work including: self portraits, natural objects, everyday household objects, toys etc.

- Responding to visual, aural stimuli to make drawings e.g. listen to music and draw a "sound picture"
- Asking and answering questions about starting points for their work and develop ideas.
- New and extended vocabulary to enable children to talk about their observations e.g. smooth, shiny, rough, jagged etc. to describe a range of images, artefacts, colours, textures and to describe how things make them feel.

### **Investigating and Making**

Children should have opportunities to:

- Investigate the possibilities of a range of materials and processes.
- Try out tools and techniques and apply these in their own work.
- Design and make images and artefacts representing their observations, ideas and feelings.

The key experiences and additional activities will be in constant use throughout the Foundation Stage.

### **Evaluating and Developing Work**

Children should be given appropriate opportunities to:

- Review what they and others have done and say what they think and feel about it.
- Talk to the teachers about their work and choices of materials and colour and say what they feel about it.
- Identify what they might change in their current work or develop in their future work.
- Identify successful parts of their work and respond to suggestions to help develop it.

### **Knowledge and Understanding**

Pupils should be taught about visual and tactile elements, materials and processes used in making art, craft and design and the differences and similarities in the work of artists, crafts people and designers in different times and cultures.

Use a variety of artefacts and pictures to talk informally with children about colour, shapes and what things are made of. Link chosen artists closely to themes and children's interests e.g.:

- Self portraits – Van Gogh
- Buildings – Percy Kelly (local artist who painted scenes from the local area), L.S. Lowry, P. Klee.
- Illustrators – A. Browne, A. Ahlberg.

### **Year 1**

Much of the work here will be a continuation of that in the Foundation Stage, though progression in all areas will be continuous.

### **Exploring and Developing Ideas**

Children should be given opportunities to:

- Record from first hand observation, experience and imagination including self portraits, natural objects, plants, historical artefacts and everyday objects.

- Ask and answer questions about starting points for their work and develop ideas.
- Describe what they see in a range of images by artists. Focus on colour and shape. Discuss how it makes them feel, how the image was made.
- Try out tools and techniques and apply these in their own work.
- Design and make images and artefacts representing their observations, ideas and feelings.

### *Evaluating and Developing Work*

Children's progress in art and design is tracked over KS1, evaluation is ongoing and occurs through observation and discussion with children about their work.

Work is kept in art books.

### *Knowledge and Understanding*

Again we build on the developments achieved in the Foundation Stage and look at:

- Natural sculptures and reproductions of work by contemporary makers to include : textile work, pottery and sculpture.
- Observe images of children in a range of media including photographs, family albums and paintings

### Year 2

Work in Year 2 will build on the knowledge and skills that have been achieved in EYFS & Year 1.

### *Exploring and Developing Ideas*

Children should be given opportunities to:

- Record from first hand observation, experience and imagination for e.g. natural objects such as seedpods, roots, leaves, fruit etc.
- Ask and answer questions about starting points for their work and develop ideas. Discuss a range of images by artists. Focus on shape, pattern and decoration, colour and line.

### *Investigating and Making*

As with EYFS and Y1

### *Evaluating and Developing Work*

Children should review what they and others have done and say what they think and feel about it for e.g.

- Explain how they created certain effects.
- Describe the visual qualities of their work.
- Identify successful features in their own and others work.
- Comment on differences in design/patterns etc.
- Identify what they might change in their current work and improve/develop in their future work.
- Discuss stages of their work to trace important decisions.

### *Knowledge and Understanding*

Visits to and photographs of local buildings showing architectural features and decoration.  
Photographs from: family albums, magazines, newspapers.  
Books showing different approaches to illustrations e.g. Raymond Briggs, Quentin Blake etc.  
Reproduction of work by designers e.g. Henri Matisse, William Morris etc.  
Art/artists web sites using computers and ipads.

### Equal Opportunities and Inclusion

- All children are given access to a broad and balanced Art and Design curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in IEP's.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self worth will be engendered throughout the activities

### SEND

- Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under the direction of the class teacher.

### Assessment

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored through the use of the age related expectations and Learning Outcomes. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1. In Key Stage 1 children will be graded according to work produced, observations and discussions. Assessment Performance Descriptors will be annotated throughout Key Stage 1.

### Enrichment/Extension activities for More Able Children

### Aims

Increasing the breadth of content by providing opportunities for pupils to:

- Respond to personal, social, cultural and environmental issues within the broad themes of 'themselves and their experiences' and 'natural and made objects' and 'environments.'
- Participate in an increasing range of practical experiences of art, craft and design.
- Engage with contemporary art, craft and design and work from a variety of genres, styles and traditions.

Increasing pupils' depth of knowledge and understanding of:

- Visual and tactile elements of line, shape, pattern, texture, colour, tone, form and space.
- The materials and processes used by artists, craftspeople and designers.
- The role and function of art, craft and design in different times and cultures.

Improving the quality of pupils' responses and the outcomes through the development of:

- Practical and technical skills.

- The ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meanings.
- The ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

#### Foundation Stage:

- Extend colour range and hue
- Allow children to mix own colours
- Create detailed drawings using and selecting from a broad range of mark making tools
- Incorporate use of a broader range of materials in design activities
- Encourage children to be original and inventive and talk about their work.

#### Year 1 and 2:

- Study a range of works of art on an agreed theme e.g. self portrait
- Compose own work selecting from an increased range of mark making tools and papers e.g. experiment with a variety of mark making tools and consider how best to produce the desired effect.
- Encourage the reworking of drawings without the need for rubbing out.
- Evaluate own work in relation to criteria agreed upon and consider how to improve their work.
- Give opinion about/explain own work make simple connections between their own and others work
- Investigate and mix an increased range of colour.
- Transfer skills/knowledge to own compositions including pattern making.
- Design and construct 'weaving' in response to environmental theme, using a variety of natural materials.

#### Health and Safety

- All aspects of this policy and practice are carried out with regard to our health and safety procedures.

All relevant risk assessments should be read in conjunction with this policy.