

Dimple Well Infant School and Nursery



Art and Design Policy

Approved by Governors

October 2021

Art and Design Statement of Intent

It is the aim of Dimple Well Infant School and Nursery to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms.

Our aims

- *Find enjoyment in art and creativity.
- *Hold a positive self-image and confidence.
- *Discover a sense of purpose and fulfilment in artistic expression.
- *Appreciate a wide range of artists and art works.
- *Experiment with a range of media.
- * Use a range of materials and techniques competently.
- *Develop their observation and description skills.
- *Express ideas and feelings through creative work and in both two and three dimensions.
- *Discuss their work using appropriate vocabulary.

We regard art as an important subject because:

Artistic creation can enhance mental health and wellbeing.
Artistic observation can heighten children's sensory experiences.
Art can contribute to cultural tolerance and understanding.

Planning and teaching

EYFS

Early Years Foundation Stage pupils follow the EYFS Statutory Framework 2021 and the Non-Statutory Guidance Development Matters specifically in the areas of 'Expressive Arts and Design' and 'Physical Development'. Pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

The National Curriculum prescribes that at **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 their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- To explore 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.

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Learning environment

Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity. Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles. Planning for art and design is provided for in medium and long-term plans.

Assessment and recording

Objectives in the EYFS and in the National Curriculum allow us to consider each child's attainment and progress against expected levels. Feedback to pupils is usually carried out by observation and oral feedback during lessons. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their own performance.

Monitoring

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans. The coordination of the Art and Design curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping them informed about current developments in Art and Design. They will monitor the quality of teaching and the standard of work produced. Evidence will be kept from year to year.

Inclusion

Through our Art and Design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. All activities and resource provisions adhere to the requirements stated in the Equality Act 2010 and the Human Rights Act 1998.

SEND

Any children with special needs are identified on the theme planning of each year group and their needs are planned for. Class teachers differentiate or modify activities for all children, including more or less able children. Additional support is given or resources adapted. This is in line with the Special Educational Needs & Disability Regulations 2014.

Information Technology Opportunities

We use ICT to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. They collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers.

Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. The children learn to respect and work with each other and with adults and they also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

PSHCE and citizenship

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the

methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Cross curricular opportunities

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. There are opportunities in all other areas of learning including: science, geography and history.

Resources

We have a wide range of resources to support the teaching of art and design across the school. All classrooms have basic resources and there are two arts cupboards located outside the hall. General resources are ordered every September ready for the full year and more specialised resources are ordered on an ad hoc basis.

Curriculum progression

Schemes of work have been planned to ensure the children make progression throughout the year and throughout EYFS and KS1. Lessons have been planned so that children learn the basics and then continue to build on their skills as they progress through school.

Whole School Progression

Once a term, the whole school works on an art project based on a particular artist's work. Using a picture as a stimulus each year group demonstrates their emerging skills using paint, collage materials or objects from the natural world. The completed work is then displayed in the school entrance as a celebration of children's abilities.