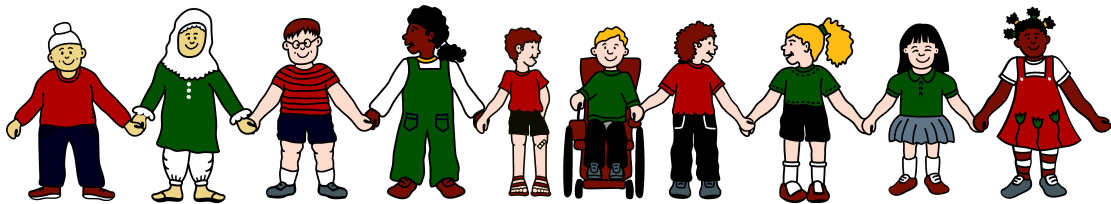


THE GILES NURSERY AND INFANTS' SCHOOL



Art and Design Policy

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Art and Design Policy

Aims and Objectives

- 1.1** 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 environment through art and design activities.
- 1.2** Our 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.
- 1.3** The objectives of teaching art and design in our school are:
- to promote children's enjoyment of art
 - to develop powers of observation and description
 - to enable children to record from observation and imagination, and convey ideas and feelings in a visual form
 - to develop the children's skills in the basic elements of colour and tone, pattern and line, texture and form
 - to improve the children's manipulation of materials, tools and techniques
 - to be aware of and respond to works of art and artists from a variety of different cultures, past and present
 - to increase the children's critical awareness of the roles and purposes of art and design in different times and cultures
 - to review and modify their work and to develop an art vocabulary to describe their work and what it means.

Teaching and Learning

- 2.1** At Giles Nursery and Infants' School, we make art an enjoyable learning experience. We encourage children to participate in a variety of artistic approaches through which we aim to build up the confidence of all children.
- 2.2** Art is taught as part of the creative curriculum. Teachers plan their artwork guided by the HES Scheme of Work. A wide variety of techniques are taught, including drawing, painting, printmaking, collage/textiles, 3D modelling, construction, clay modelling and digital art.
- 2.3** We recognise that, in all classes, children have a wide range of artistic ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children.

2.4 Sometimes we encourage our pupils to consolidate the artistic skills they learn in school through homework tasks. These may be digital art through the online platform Purple Mash, or off line activities such as junk modeling. When setting art activities for homework, we ensure tasks are accessible to all pupils.

2.5 The school online learning platform Purple Mash allows pupils to create digital artistic works using ICT, through paint programmes, animations, story writing, and designing 3d models. This can be used in school or as part of our remote learning offer.

2.6 Additionally to the art taught as part of our broad and balanced curriculum, a weekly extra-curricular art club runs after school for Key Stage 1 pupils.

Art and Design Curriculum Planning

3.1 We follow a creative, spiral curriculum to ensure that learning happens in a sequential, progressive manner. This enables pupils to build their knowledge and skills upon previous learning and embed what they have learnt.

3.2 In Key Stage 1, we follow the national curriculum objectives. In Nursery and Reception, teachers carefully plan provision that will develop pupils' knowledge and creativity in line with the Early Years Foundation Stage Framework. In the Early Years Foundation Stage Profile, art and design falls within the specific area of learning of expressive arts and design: Early Learning Goals 'Creating with material' and 'Being imaginative and expressive'. Across the school, art and design is an integral part of the topic work covered during the year.

3.3 The progression planned into the school curriculum means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- increasing breadth of academic artistic vocabulary
- exposure to and opportunity to practise a wider range of skills using a variety of tools
- exposure to and opportunity to appreciate a range of artists, craftspeople and their work.

3.4 The role of curriculum leaders is to ensure that the skills and knowledge being taught in each year group are sequential and build on those taught previously. Curriculum leaders work closely alongside teachers to ensure that progression is closely aligned with both the Early Years Foundation Stage and national curriculum expectations. The curriculum leader collates a curriculum journey that also includes specific vocabulary for art and design that should be taught in each

year group. The curriculum journey outlines pupils' experience of art and design from Nursery to end of Year 2. This curriculum journey is the mid-term planning that teachers use to guide their short term planning. Each year group puts together a curriculum map outlining the topics for that half term. This curriculum map forms a long-term plan.

The Foundation Stage

- 4.1** We teach art and design in Nursery and Reception as an integral part of the topic work covered during the year. We relate the artistic aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Art and design aligns with the ELGs 'Creating with material' and 'Being imaginative and expressive' which fall within the specific area of learning of Expressive Arts and Design. The children's artistic development, therefore, is intertwined with their creative development in music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding.

Contribution of Art and Design to Teaching in Other Curriculum Areas

5.1 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.

5.2 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.

5.3 History

Looking at works of art from historical periods being studied is an important source of social and historical information. The children can gain a sense of that time and build a greater understanding of historical references and interpretations of facts.

5.4 Spiritual, Moral, Social and Cultural Development

The teaching of art and design offers opportunities to support the social development of the children. Children work together and have the opportunity to discuss their ideas and feelings about their own work and the work of others. They develop a respect for the abilities of other children and they are encouraged to collaborate and cooperate across a range of activities and experiences. They develop an understanding of different times and cultures through their work on famous artists and designers.

5.5 Personal, Social and Health Education (PSHE) 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.

Computing and Art and Design

- 6.1** Children use iPad software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children also use the internet to find out more about famous artists and designers. The online platform Purple Mash allows our pupils to explore using ICT to design 3d models, create animations, develop story books or paint pictures.

Art and Design and Inclusion

- 7.1** At our school we teach art and design to all children, whatever their ability. This is in accord 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 children to make progress. We enable pupils to have access to the full range of activities involved in learning art and design. The very practical elements of art and design often appeal to those pupils who are visual, sensory or kinesthetic learners. Art and design is a form of communication that can be liberating for children with speech and language disorders, or for children for whom English is an additional language.
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors so that we can take some additional or different action to enable the child to learn more effectively. Factors include classroom organisation, teaching materials, teaching style, and differentiation. Assessments made by teachers allow us to consider each child's attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child's needs.
- 7.3** Intervention through SEND support may lead to the creation of an Individual Map of Provision (IMP) for children with special educational needs. The IMP may include, as appropriate, specific targets relating to art and design.
- 7.4** When children are to participate in activities offsite, we carry out a risk assessment prior to the activity to ensure that it is safe and appropriate for all pupils.
- 7.5** We strive hard to meet the needs of those pupils with special educational needs, disabilities, 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: SEND; More Able and Most Able Children and English as an Additional Language (EAL).

Assessment for Learning

- 8.1** Teachers assess children's work in art and design by making informal judgements during lessons.
- 8.2** Teacher assessments consider the following:
- The original plan- has the child answered the brief/or question?
 - Care and accuracy of work
 - Evidence of original thought and creativity.
 - Is the child building on previous experience, the refinement of skills and increasing confidence in handling materials?
- 8.3** Assessment of children's performance in art and design will be recorded on the foundation subjects assessment spreadsheet in Key Stage 1 (Feb and June) and as part of the Early Learning Goals assessment system in Early Years (Dec, March and June). This is analysed by the art and design curriculum leader in order to monitor the performance and progress of pupils in relation to the end of year and end of key stage expectations. Teachers pass assessment information on to the next teacher at the end of the year.
- 8.4** The teacher reports to parents on a child's performance in art and design in the annual summer report.

Parent Partnership

- 9.1** Parental involvement is encouraged, with attention drawn to activities via newsletters, information on the website and displays in school. Parents/carers are invited to support their children in school and to contribute any particular skills and knowledge they may have in an area being taught. Parents/carers are invited to class celebrations of work as a culmination of learning, including harvest, Christmas, spring and summer concerts.

Monitoring and Review

- 10.1** The coordination and planning of the art and design curriculum are the responsibility of the curriculum leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in art and design and by providing a strategic lead and direction for this subject;
 - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in art and design and indicates areas for further improvement;
 - uses specially allocated regular management time to review evidence of the children's work, and to observe art and design lessons across the school;
 - monitors continuity and progression in art, by consultation with colleagues and observation of pupil's work;
 - reviews and evaluates the scheme of work and policy documents regularly to ensure they meet the requirements of the national curriculum, are accessible to all members of staff, and are modified to include significant changes and new resources within the school;
 - monitors the provision of resources;

- gives guidance on procedures for assessment and recording, and monitors consistency in assessment by all teachers;
- has an overview of teaching of art in the school to ensure there is no significant omission or unnecessary repetition of subject coverage.

10.2 The governor with responsibility for art and design is primarily responsible for monitoring the implementation of this policy. This will be through discussion with the curriculum leader and consideration of the evidence gathered in the subject file. The work of the curriculum leader is also subject to review by the headteacher as part of our performance management arrangements.

Resources

11.1 We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a basic range of materials. Every classroom has a designated area where the children have easy access to a variety of materials and tools. In addition, more specialised resources are kept in the cupboards of the main art areas in each classroom.

11.2 There is a central resource of art books in the library. These include books featuring Chagall, Picasso, Klee and Degas. These books use the artists' work to inspire a story and can be used effectively to enhance the creative curriculum. There is a designated drawer in the entrance hall for large posters.

11.3 Teachers order new stock through the school office as required. The art and design curriculum leader is responsible for checking that a good standard of essential equipment is maintained.

11.4 We have an online resource to explore art through ICT in the form of Purple Mash. This resource can be used in school or at home.

Health and Safety

12.1 All children are taught the safe and appropriate use of equipment and materials. All members of staff are aware of the toxic substances used within school, and the supervision of children when these items are used. All children are provided with waterproof aprons when taking part in art and design activities.

12.2 When using Purple Mash or any other software or computing device to create art in school, the safeguarding and e-safety policy guidelines are followed. Pupils are reminded of the e-safety rules.

12.3 The school may decide that it will make its own specific ruling on the use of certain tools or processes.

12.4 Particular care needs to be taken with the following:

- **Polystyrene:** not to be used in school; press print bought from County Supplies.
- **Scissors:** children are taught to use and carry scissors correctly; all scissors used by children have rounded ends.

- **PVA Glue:** non toxic.
- **Craft knives, saws and other sharp tools:** the school will make a risk assessment of the above tools and advise on the way they may be used to make art. Pupils must be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the Hertfordshire Health and Safety Guidance.
- **Stanley Knives/craft knives:** kept and used by staff.
- **Junk model materials:** to be from products without a direct nut contamination due to the presence of nut allergies in the school. Staff are also aware of children with other allergies which may be triggered by items such as egg boxes and action is taken to ensure these children are given alternative materials to use.
- **Modroc /Plaster of Paris:** Plaster of Paris is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form and texture. However, Plaster of Paris when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands, or any part of their body, in the mixture as it hardens. This can cause severe burning.

When mixing plaster with water it is advisable to use a stick rather than the hand, and for those children with skin allergies it is advisable that they should wear Nitrile (non-allergenic) gloves. This process should be used only with adult supervision.

Plaster of Paris is used for setting fractured bones but in such cases it is never put in direct contact with the skin. In addition, it is used in relatively thin layers so the heat can dissipate.

The use of Mod-roc, (plaster impregnated bandage) to construct masks and sculptures may be used under adult supervision. This material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream. It is necessary to control the dust. Wipe the table regularly to remove excess dust. Mod-roc can generate heat if it is overworked.

- **Any toxic substances should have a risk form (COSHH).**

Displays

- 13.1** Displays should primarily be child-centred and should celebrate the achievements of the children. They should reflect the atmosphere and attitudes upheld by the school. Children should be able to see that their work is valued and treated with respect. Key vocabulary should be displayed.
- 13.2** Resources should be displayed in an organised, attractive way. This will encourage children to value school and classroom equipment. Tools and equipment should be organised and presented in an orderly and inviting way. Children should know where to find them and where to return them, for example, tissue paper, wool, fabrics, and threads stored openly in colour families if space allows.

Other Documents and Appendices

- 13.1** The art and design policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, e-safety, safeguarding, and the EYFS policy.

Policy review

- 14.1** This policy will be reviewed at least every two years.

Date: December 2022

Review date: December 2024