



Policy for Art

Introduction

Art is an important part of life that supports a variety of learning experiences. It is essential that all children receive their entitlement to a variety of creative experiences, enabling them to maximise their potential and derive pleasure and fulfilment from the study and performance of art. We believe that although the teaching of art is a process whereby the children can learn the procedures and applications of different techniques, it also supplies them with opportunities to express their feelings towards and their understanding of the world around them.

Intent

At Moat Farm Infant School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. We have chosen to use 'Kapow' across Reception, Year 1 and Year 2 as it has clear progression of skills and allows for children to be curious, ask questions and become inspired by the diverse world around us.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting and 3D work and are given the opportunity to explore and evaluate different creative ideas. We want our children to know about some of the great male and female artists and designers and their differing cultures and histories. We want them to question what 'great' means and ask what makes a

piece of art 'great'. We want them to learn not only about well-known artists but other artists too. We will celebrate local artists and designers and learn about newer and less well-known craftspeople. We believe that our curriculum will contribute to the quality of our children's lives, both within and beyond school.

Art and design in the early years is taught and experienced through a mixture of child initiated, adult directed learning and open-ended play.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process. This is a cross curricular skill that our children use throughout their time in school within other subjects such as Design and Technology, PE and Music. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not.

Implement

The teaching and implementation of the Art and Design Curriculum at Moat Farm Infant School is based on the National Curriculum for KSI and Development Matters for EYFS. Children are taught Art across a half termly period, with planning allowing children to practise, apply and transfer their skills across the curriculum. Our curriculum is designed with four strands which run throughout; These are:

- Making skills
- Formal Elements (Line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

Our lessons focus on retrieval practise of skills they have been taught earlier in their school life. These knowledge and skills are then applied throughout other units of work, which are revisited again and again with increasing complexity through our spiral curriculum model.

Our Art journey is presented in our sketchbooks that has a focus on the experimental stage for our infant school. We then begin to apply our skills and experimental work as we move into Year 2 before progressing into the Juniors. Creativity and independent outcomes are robustly embedded into our units, supporting children to make their own decisions so that the outcomes, whilst still knowledge rich, are unique and personal to the child.

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities.

They have opportunities to learn to:

Explore the textures, movement, feel and look of different media and materials.

Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.

Use different media and materials to express their own ideas.

Explore colour and use for a particular purpose.

Develop skills to use simple tools and techniques competently and appropriately.

Select appropriate media and techniques and adapt their work where necessary.

Key stage 1

Pupils are 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.

Equal Opportunities

There will be equal access to materials and all materials will reflect our multicultural society. Participation by all the children in a wide variety of creative activities will be encouraged. We must ensure that all children are valued equally. Those children with additional needs are given the same opportunities during creative sessions. All children in our school are taught Art and have the chance to experiment and explore. We know that some of our children don't have access to paint, craft and different mediums at home, therefore we give our children extra opportunities to practice those skills.

Inclusion

Moat Farm Infant School is an inclusive school. We teach children, whatever their ability. Art forms part of the school curriculum policy to provide a broad and balanced education to children.

Through our teaching of Art 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. Assessment against the National curriculum allows us to consider each child's attainment and progress expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – organizational, teaching materials, teaching styles and differentiation. This will enable some additional of different action to be taken to enable the child to learn more effectively.

Intervention through Wave 2 may lead to the creation of an IEP of children with special educational needs. This IEP may include, as appropriate, specific targets relating to Art.

Non-Negotiables for Art and Design

-In Reception and KS1 teachers plan and teach following our scheme, KAPOW

-Sketchbooks are used in KS1. Dates are written on each piece of work but no learning objective needed.

-Floors books are used in EYFS labelled as EAD

-Teachers do not mark work in sketchbooks. Children are encouraged to evaluate their own work and make annotations where appropriate.

-Key vocabulary is shared with the children but not stuck in sketchbooks.

-Artwork that is too big to fit in in sketch books is photographed and stuck in. Likewise, for 3D work.

-Sketchbooks should show a journey of investigation and exploration before a final piece of artwork.

-Specific art vocabulary should be evident in on working walls where appropriate.

-Teachers assess their children every term.

Health and Safety

Staff should ensure the correct and safe use of resources and complete a risk assessment where necessary. Our children are

taught how to use equipment safely and we have high expectations of the children to use our resources safely and accurately.

9.0. Role of the Co-ordinator

The subject co-ordinator will; -

- Advise on plans, teaching and learning approaches, assessment and resources.
- Monitor progression and differentiation within the subject.
- Prepare and update documentation relevant to the teaching and learning of the subject.
- Organise, review, order and publish an inventory of resources.
- Ensure that staff are aware of new resources.
- Keep up to date with their own subject knowledge.

Feedback and Marking

Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within the school. We assess the children's work in Art and Design by making informal judgments as we observe the children during lessons. Work will be differentiated by ability and once completed where appropriate, children should be provided with verbal feedback which allows them to focus on the next steps in their learning. Children are also given the opportunity to reflect on their own experiences and creations in Art. We have a 'no marking policy' for our sketchbooks, we believe our children should take risks and there is 'no right or wrong' in Art. Therefore, verbal feedback is much more beneficial than written marking to our children.

Assessment

Assessments are gathered through discussions during learning, the work children produce and other Art activities across the curriculum.

The class teacher will assess the children against the key skills. This will be updated in Spring and Summer.

Teachers use the assessment for learning to inform future planning and they have the freedom to adapt and tweak Kapow planning. The children's experiences and progress will be discussed with their parents during parents evening.

Monitoring

The Art co-ordinator should monitor the planning to ensure that the National Curriculum is being followed and there is progression between the year groups. There will be monitoring of art during selected times. Monitoring will involve scrutinizing children's work, talking with children, observing teachers, overseeing planning and discussing/ evaluating these with colleagues.

Art co-ordinator: Jasmin Nagra Review date: March 2025