‘Learning, Caring and Achieving Together’

‘Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.’

Quentin Blake, Children’s Laureate.

Aims

To provide ALL children with their National Curriculum entitlement in Art.

To develop creativity and imagination through a broad and balanced range of activities.

To develop aesthetic awareness.

To become proficient in drawing, painting, sculpture and other art, craft and design techniques.

To encourage experimentation, creativity and original thought.

To develop artistic skills through exploration of a wide range of materials and tools.

To enable children to evaluate and analyse their own and creative works, using the language of art, craft and design.

To improve the ability to control materials, tools and techniques.

To develop self-confidence and the confidence to communicate visually.

To encourage children to have a positive attitude towards creative activities.

To encourage children to co-operate, and to share materials and equipment.

To complement and enhance learning in other curriculum areas.

To learn about some great artists and sculptures and use them as an influence in their own art work.

ORGANISATION AND PLANNING FOR FOUNDATION STAGE

- In the foundation stage, art activities are planned as part of the EYFS, under the ‘Expressive arts and design’ area of learning. Children in Foundation Stage work within the typical behaviours appropriate to their age group and development and progress towards the early learning goals in Reception. Children are provided with a rich environment in which creativity is encouraged and valued. Children are provided with opportunities to experience a wide range of activities, using a variety of senses. Their learning includes art, music, dance, role play/drama and imaginative play.

Creative development is divided into the following sub headings: –


- Planning is topic based with art activities being integral to each topic.

- Classrooms and the outside areas are arranged to enable children to have opportunities to explore and develop their own creative activities. A variety of resources are available and children are encouraged to become independent in selecting resources.

- Teaching and learning is enhanced by quality display work, including photographs.

- The Creative Arts Leader monitors planning plus teaching and learning as part of Monitoring and Evaluation.
ORGANISATION AND PLANNING FOR KEY Stage 1

- KS1 follow the National Curriculum 2014 to inform Art planning, with one member of the Year Group Team being responsible for planning a block of work with accompanying assessment criteria.
- Work is taught in blocks in ‘Topic’ time, with a one or two week allocation of time.
- Each block is evaluated in Year Group meetings and ‘Top Tips’ are shared.
- The Creative Arts Leader monitors planning plus teaching and learning as part of Monitoring and Evaluation.

Teaching and Learning Strategies

Teaching and learning will take place in a variety of environments, therefore it is paramount we utilise all parts of school effectively. The classroom, corridors and all communal areas should be visually attractive and stimulating. These areas should be rich in resources, natural and made, to stimulate children’s visual and tactile responses and to develop their aesthetic awareness. Teachers should be active in all areas of the school; ready to listen to children's responses sensitively and where appropriate, question to develop a more in-depth response, or use the opportunity to develop their visual language and other aspects of their art education. Children should be active in the gathering and arranging of such environments whenever possible. Teaching and learning can be greatly enhanced in Art and other areas of the curriculum if there is quality display of work.

Art will be taught in a variety of groupings: whole class, small groups, pairs, individuals. The activity and individual needs shall determine the groupings, e.g. whole class may discuss a painting, but an art technique may be demonstrated and explored with a small group. At times, children will learn by observing their teacher or specialist artist, other times children will learn from their peers and by their own exploration and experimentation.

Children have access to art materials which, are tidy, clean, organised and clearly labelled which enables them to work independently and develop skills of selection and discrimination. Children are encouraged to look after equipment, use it safely and put it away clean.

Resources

The Art Subject leader is responsible for the ordering, updating, organising and distribution of art resources.

- There is an art cupboard for the central storage of art materials.
- Every classroom has an art trolley and/or cupboard for the storage of everyday art materials e.g. ready mixed paint, glue, paintbrushes and some paper.
- Paper is stored centrally in the main stock cupboard. Torn, splashed and faded paper is recycled.
- The DT storage area also stores resources, which may be used in an art activity.
- All storage areas should be clean, tidy, organised and clearly labelled.
- Art surfaces are protected with plastic sheeting or newspaper.
- Materials, tools and storage are discarded when they are past their best.
- Economic awareness is highlighted when resources are used, so we encourage our children not to be wasteful and to recycle as much as possible.
- Art books and reproduction of paintings are stored on the Y2 corridor. Artefacts, made and natural, along with reproductions of paintings can also be found around school and are often integral parts of displays. The art cupboard has a large store of artefacts.

Other Resources

- Increasingly, computers are used in the classroom as an art resource. Liaison with the Computing Leader ensures suitable programs and printers are available for children to explore e.g. ‘Dazzle’
- At Farnborough Road Infant School, we welcome artists in the classroom and visits to local galleries. Every year we have a ‘themed Arts week’ where local artists are invited in to share their expertise. We
value these experiences and the interest and creativity they stimulate in our children.

**Assessment, Reporting and Recording**

Assessment in Art is continuous and takes place during normal classroom routine. Ideas for assessment are documented in the art planning for each term. These assessments are used to update Target Tracker.

Assessment will involve observation of children working and discussion/evaluation of their work with them. Children will be encouraged not only to evaluate their work but the work of their peers and other artists.

**Elements of Art Assessment**

**Dialogue** (during and after the activity)

Discuss the content of the work, materials used, techniques employed, and problems encountered during the task, and any solutions. Set aside time at the end of the session to discuss what has been achieved and how the work might be developed. There should also be opportunity to discuss other pupils’ work as well as their own.

**Motivation**

How does the child work?
Does he/she enjoy the activity?
Can he/she complete both prescribed and self-motivated tasks?
Does he/she show determination and perseverance in overcoming difficulties?

**Practical Skills**

How does the child use tools and materials - with confidence, control?
Does the child select appropriate materials and tools for the task at hand undertaken?

**Artistic Skills**

Does the child show competence in drawing, painting, model-making, modelling, colour-mixing, arranging of shapes/forms? (appropriate to age).

**Discriminatory Skills**

Is the child able to discriminate between techniques and materials?
Does he/she express preference for either of these?
Does he/she express opinions about work of his/her peers or that of other artists?

**Creativity**

Is the child able to develop original ideas?
Is it appropriate for his level of maturation?
Teachers will keep some art work as evidence of children’s achievement in individual portfolios.

At the end of Key Stage 1 the range of work within which the majority of pupils are expected to work is levels1-3. However, there is no statutory requirement to level work.

**Reporting**

Formal reporting to parents will occur twice yearly in the form of a parents' afternoon and an evening. At the end of each academic year a written record of achievement in Art forms part of the summative end of year report (along with other subjects), which is sent to parents. Parents are always welcome to informally visit the classroom and enjoy the work displayed.
Cross-curricular

Art has its own intrinsic value in the curriculum but it also influences and enhances other curriculum areas particularly Literacy, where communication skills are developed. Likewise, other areas of the curriculum can also offer opportunities to develop children's artistic and aesthetic experience, e.g. ICT, using a paint programme.

Equal Opportunities (Also see Equal Opportunities Policy).

All children should have the opportunity to reach their full potential in Art, regardless of gender, race, disability and religion.

Monitoring and Evaluating

The policy and scheme is updated/amended to keep in line with Government orders, curriculum developments, the acquisition of new resources and new ideas.

The Art subject leader has copies of planning to enable monitoring and evaluation of the art curriculum, with the help of the curriculum co-ordinator and year group leaders. Learning walks take place and feedback is given in year group meetings. The Art Curriculum will only continue to develop if there is continued staff input, reflection and evaluation.

Special Educational Needs and Gifted Children (See also SEN Policy).

Some children may have limited verbal and written skills and Art enables them to express themselves. Children with emotional problems may find creative activities therapeutic, and a channel for their emotions. Art can develop self-confidence and self-esteem. Art activities develop fine motor control and hand/eye co-ordination. Therefore, Art can help the development of these skills in children whose fine motor skills are poor. Concentration skills can also be developed. Children can become engrossed by an Art activity. Art activities, resources and teaching strategies employed will be matched to meet the needs of children. (See also Appendix 5).

Progression

There are definite stages of development in children's drawings and these are linked to the development of the child's thought processes. The development of artistic expression occurs naturally and it is the teacher's role to stimulate, sympathise, offer practical support and encourage observation and questioning.

MONITORING AND EVALUATING

Year Group meetings
These can be used for on-going monitoring, moderation and evaluation of the unit being studied. At the end of the unit, it is evaluated and the findings are fed back to the Art and Curriculum Co-ordinators.

The Art Co-ordinator
A copy of year group planning is retained and coverage of the Programmes of Study is recorded. The Co-ordinator monitors work displayed and feeds back to staff.

The Curriculum Co-ordinator
The Co-ordinator has a copy of the planning and is informed of any changes to the units being taught.

Subject Leader

The Art subject leader will:
- Attend courses/Southport learning partnership and be knowledgeable about the subject by continuing her professional development.
• Advise and support staff. Be available to work alongside staff to disseminate good practice and identify INSET needs, meet these through the School Development Plan [SDP] and work with the INSET co-ordinator to give staff opportunity to attend course relevant to their needs.

• Monitor Art throughout the school through informal discussions with the children. Monitor, store and order resources.

• Celebrate the success and high standards obtained in Art at FRIS eg by displaying quality work in the Ainsdale Show.

**Display Policy**

The purpose of display is:

- To help create a pleasant working environment and increase aesthetic awareness.
- To stimulate discussion.
- To encourage further work in a topic or another curriculum area.
- To increase children's self-esteem. What is exhibited and how, is a statement of the teacher’s values.

**Guidelines**

1. Children’s work should be single mounted in classrooms and double mounted in corridors. However, there will be occasions when mounting will not be possible, perhaps because of size, shape, or the teacher deems a mount would detract from the work. Guillotines and trimmers are located throughout school for cutting work and mounts to size.

2. Fix work to walls using blu-tac, staples not drawing pins and angle trigger tacker gun away from the wall for easy staple removal.

3. Label children's work unobtrusively.

4. Every teacher has a small selection of tools for display - staple gun, blu-tack, etc.

**Health and Safety note:** children will not have access to trimmers or guillotines.

**Gifted (very few children fall into this category)**

Exceptional natural aptitude for expression and communication through the Arts (not to be equated with just advanced co-ordination between hand and eye) - to continue the development of a 'gifted' child Key Stage 2 of National Curriculum would be employed. However, it is important not to push a child into a level, which is beyond their capability and maturity, simply on the strength of their ability to draw.

**Talented (more children fall into this category)**

Natural aptitude for Art activities.

**Development of drawing and painting**

As manipulation develops, children start to name their scribbles; a change from kinaesthetic thinking in terms of motions to imaginative thinking in terms of pictures takes place. At first, these symbols may not be recognised by the adult, and are expressed by symbolic lines and shapes. The shapes become more controlled and detail develops gradually. Usually only parts important to the child are drawn, eg arms are
not important, and so they are missing.

In the early stages of painting there is usually no relationship of colour to object, eg one paint may be thicker than another and this may be the reason why the child chooses to use it. Children often like to fill a page with colour, enjoying the experience. Gradually they begin to paint lines and circles and begin to use these to represent objects. They begin to make meaning of their mark making.

By Year 1, paper is divided into ground, air and sky and things that are important may be exaggerated. The relationship between colour and objects will have been discovered and generalised eg blue sky, green grass, etc. These do not change until it becomes important to the child to do so. Work becomes more detailed during Year 2, but it is still spontaneous and uninhibited.

This policy will be reviewed regularly.

Signed ___________________________ Date ___________________________ Headteacher

Signed ___________________________ Date ___________________________ Chair of Governors