



## Art Policy

Policy Creation and Review	
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## Introduction

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 environments through art and design activities. They learn to make informed judgments and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

### Aims and Objectives

The aims of art and design for key stage one are:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Know 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.

### Roles and Responsibilities

The Arts Coordinator is responsible for:

- The monitoring of the standards of children's work and of the quality of teaching in art and design
- Supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead, attending training, booking workshops and direction for the subject in the school.
- Monitoring art books and art work within the classroom as well as planning again on a half term basis providing teachers with constructive feedback. The assessment for art and design is done on a half term basis when each topic is complete. The skills go over a whole key stage.
- Attending CPD and other professional development courses, as well as liaising with other schools / subjects leaders about best practice.
- To ensure children are learning the skills needed for self-evaluation.
- To monitor displays and classroom environments.
- To organise trips to galleries or other opportunities for children to engage in.
- To organise a whole school / community art project.

### The class teachers are responsible for:

- Planning and delivering activities to provide development of skills, knowledge and understanding.
- To ensure objectives of the lessons and the criteria for achievement are clear to all pupils.
- To assess children through verbal and written feedback, as well as on Target Tracker.
- Providing differentiation to ensure all art lessons are accessible to all students.
- To value and display children's work and efforts as artists.

### Planning and Delivery of Curriculum

- Art and design is a foundation subject in the National Curriculum. At Odessa Infant School we use the national curriculum and are transitioning from one-off art lessons to more a structured and bespoke 3 to 6 week structure for lessons.
- We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

### **Differentiation**

Differentiation is planned for so that pupil interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success.

### **CPD/Training of Staff**

Staff development and training is provided in the following ways:

- school based INSET
- liaison with appropriate county and national services
- working alongside the subject leader to share good practise

### **Inclusion**

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

### **Equal Opportunities**

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in art. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

### **Assessment, Recording and Reporting**

We assess the children's work in art and design whilst observing them working during lessons. As a class we discuss the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards. Teachers are to assess children using Target Tracker.

### **Monitoring, Review and Evaluation**

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead, attending training, booking workshops and direction for the subject in the school. The art and design subject leader gives the head teacher a half term summary report in which s/he evaluates the strengths and weaknesses in the subject, pupil voice, what went well, what needs to happen next and any extra curricula activities within the subject. The art and design subject leader monitors art books and art work within the classroom as well as planning again on a half term basis providing teachers with constructive feedback. The assessment for art and design is done on a half term basis when each topic is complete. The skills go over a whole key stage. Evidence is collected in individual sketchbooks

and photographed display work and progress is measured against the National curriculum expected standard.

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