

# Art Policy

Common Road Infant and Nursery School



*Flying High Together*

## Subject leader

Miss L. Hale

## 1. Introduction

At Common Road Infant and Nursery School we understand that Art contributes to the children's life skills and experience. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## 2. Aims

To ensure that all pupils:

- have access to a varied range of high quality art experiences
- are provided with an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- creativity and imagination is stimulated by providing visual, tactile and sensory experience
- develop an understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- develop confidence, value and pleasure in art
- can express their own ideas, feelings, thoughts and experiences
- develop an ability to design
- value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

## 3. Curriculum and Subject Content

## **Early Years**

Expressive Arts and Design (EAD) is about children developing their imagination in order to communicate and express their ideas and feelings in creative ways. In the Development Matters Framework, Exploring and using media and materials outlines what children should be taught. Children will use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. The children will have access to a wide range of collage, painting and drawing activities, using appropriate tools and art materials.

## **Key Stage 1**

The programmes of study for Art and Design are set out in the national curriculum for Key Stage 1. Pupils should be taught to use a range of materials creatively to design and make products. Pupils will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils will develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Pupils will learn 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. At Common Road, the teaching of Art is split into three focused strands; textiles, 3D art, painting and drawing. We believe that it is essential for children to build on these skills, therefore we ensure that teaching is revisited and built upon from Nursery to Year 2, and that children leave Key Stage 1 with the adequate skills for later learning. We review and adapt our scheme of work yearly to ensure that topics are current along with a strong link to class topics promoting children to have a valued interest. Also, updating the school plan ensures that staff have an ownership over the Art taught in their year group. See Appendix 1 for the long term plan.

## **4. Staff Training**

The Art and Design subject leader is responsible for ensuring that all staff are adequately trained so that they are able to deliver the curriculum effectively. This will include: organising CPD; leading staff meetings; sharing resources for planning and teaching; supporting colleagues. There are regular communications with staff and all staff can speak to the subject leaders if they require any further support.

## **5. Planning**

Teachers are encouraged to make links to topic themes, whilst ensuring that children learn explicit subject content.

**Short Term Planning:** Short term planning is the responsibility of individual teachers, who build on their medium-term planning by taking account of the needs of children in their class and identifying the way in which ideas might be taught. It is recommended that teachers annotate their medium term plan after each lesson and after continual assessment for learning, ensuring fluidity between sessions. This document can then serve as a short term plan. These plans are solely for the benefit of the class teacher and do not need to be shared with the subject leader.

## 6. Teaching Style

All lessons have clear learning objectives, which are shared and reviewed with the pupils. Lessons make effective links with other curriculum areas and subjects. Children are encouraged to develop their skills of observation and be involved in discussion. Children use the environment, artefacts, the work of famous artists, and textiles for observation and as a stimulus for their own work. Children should express and develop their own thoughts and feelings, which they can then use to create their own work using a wide variety of materials. Children are encouraged to use the correct materials and tools to fit the purpose of the task. We encourage them to make judgements and evaluate their work.

## 7. Equal Opportunities

We aim to create equality of opportunity for all our children, whatever their gender, abilities or background and give them chance to demonstrate what they know, understand and can do.

**Special Educational Needs:** Within Art and Design, tasks are differentiated to ensure access to the National Curriculum and to offer activities which are relevant to the development of the child.

**More Able Pupils:** Pupils who are working above the expected standard for their year group benefit from a curriculum which offers greater breadth and depth in order to extend their learning

Written by: L. Hale

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<b>Long Term Overview</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn</b>	<p>Artist: Andy Warhol Skills: Self-portraits and mixing powder paints</p> <p>Artist: Andy Goldsworthy Skills: Creating natural transient art from collected objects.</p> <p>Character paintings.</p>	<p>Artist: John Constable Skills: drawing, collage and 3D art</p>	<p>Artist: L.S Lowry and Henry Moore Visit: Mining Museum Skills: drawing using different tones and shades.</p>
<b>Spring</b>	<p>Artist: Benjamin Waterhouse Hawkins Skills: Printing using different shapes to create dinosaur pictures.</p> <p>Cave themed paintings and dinosaur silhouettes on washed out paper.</p> <p>Artist: Giuseppe Arcimboldo Skills: Observational drawings and paintings of plants and fruits and vegetables.</p>	<p>Artist: Andy Goldsworthy Skills: using textiles in their artwork</p>	<p>Artist: Banksy and Henri Rousseau Visit: Recycling plant Skills: Collage and materials</p>
<b>Summer</b>	<p>Artist: Vincent van Gogh Skills: Creating a scenic piece of art work using colours for particular purpose and creating shapes.</p> <p>Artist: Henri Matisse Skills: Imitating the artists style</p>	<p>Artist: Giuseppe Arcimboldo Skills: painting using different materials like fruit and vegetables to imitate the artist's style</p>	<p>Artist: Barbara Hepworth Visit: Yorkshire Sculpture Park Skills: printing using pressing, rolling, stamping, rubbing and painting focusing on colour mixing</p>