

Art & Design Policy



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This policy should be read in conjunction with the following policies:

- National Curriculum: Art and Design Programmes of Study
- Development Matters (EAD)
- Whole School Overview
- Back to School - Filling the Gaps Plan (Covid-19)
- Art and Design Technology Progression of Skills

Intent

Statement of Intent

The Art Studio brings to life inspiring and stimulating opportunities which offers all children to practise skills that are embedded in a cross curricular way. The rich environment encourages children to apply their cross curricular knowledge throughout the school. The Art Studio stimulates creativity and encourages the use of accessible resources, which promote responsibility, independence and ownership. In addition, Art and Design is used as a platform to celebrate children's resilience by focusing on skills, in contrast to the finished product. The school involves all children within a creative process, encouraging them to experiment with a range of materials and mediums in order to spur their imagination and widen their understanding of how art is created.

To foster an enjoyment and appreciation of art, we provide children with the opportunity to work alongside artists and other adults. This will ensure children experience a wide range of art and create an appreciation of artists, craft makers and designers.

At Joydens Wood Infant School we value the importance of displaying children's artwork. All displays follow the following policy:

- The boards are to be backed in hessian
- The borders are to be black, gold or white
- Corridor displays are to have a centrepiece or a large collaborative piece
- Corridor displays are to have elements of 3D artwork
- Classroom displays are to reflect current topics/interests

The corridor displays are designed by each year group and together they should collaboratively demonstrate a range of skills and ensure the school's cross-curricular approach is demonstrated. Additionally, the classroom displays are to reflect the children's current interests and should demonstrate a range of learning opportunities.

- **Add aims of development matters?**

Aims of National Curriculum

At Joydens Wood Infant School we provide children with the opportunities to:

- To enable children to use a range of materials creatively to design and make products;
- To develop children's confidence when drawing, painting and sculpting;
- To encourage children to 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;
- To increase awareness 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.

(National Curriculum in England: Art and Design Programme of Study)

Implementation: Teaching and Learning

Curriculum Planning

The Art and Design Subject Leader contributes towards the Whole School Overview which is a curriculum overview that was informed by the Progression of Skills. The Whole School Overview is designed through a collaborative approach which includes all subject leaders, consequently it promotes a cross-curricular approach.

Art and Design promotes the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They also have the opportunity to compare ideas, methods and approaches in their own work and that of other children, which encourages the development of personal, social and health education skills. Furthermore, children will be taught Art and Design skills whilst exploring different fiction books planned by Middle Leaders. In addition, Art and design contributes to children's mathematical understanding by providing opportunities to develop the children's understanding of shape, pattern and space through work in two and three dimensions.

We provide a rich environment in which we encourage children to experience art in different forms, including sculpture and many other forms of media. They will also become aware of not only British artists but an array of artists from different countries and cultures who inspire their own creations. Their artwork enables them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of spiritual, moral, social and cultural development.

EYFS

Class Teachers record their planning on a weekly overview grid, informed by the Progression of Skills, the children's interests and the Whole School Overview. This must be adapted to individual needs to provide support and challenge as necessary.

Year 1

Year 1 Class Teachers record their planning on a weekly overview grid. The planning is informed by the Progression of Skills, children's interests and the Whole School Overview and this must be adapted to individual needs to provide support and challenge as necessary. In addition, children are taught Art and Design through focussed teaching sessions during PPA. This is planned for by the Art and Design Subject Leader, delivered by a Cover Supervisor and recorded on the PPA Planning Format.

Year 2

In Year 2, Class Teachers record their planning on the Art and Design planning format, this ensures a consistent approach across the year group and encourages Class Teachers to plan for the progression of children's skills. In addition, children are taught Art and Design through focussed teaching sessions during PPA. This is planned for by the Art and Design Subject Leader and delivered by a Cover Supervisor.

Teaching

All lessons are planned and created by Class Teachers and Art and Design Lead, and will be informed by the Progression of Skills and Whole School Overview. Class Teachers are expected to discuss the progression of skills and use this model to inform their planning, however, this can be adapted to support the needs of their cohort. An after school club will be provided to ensure the skills of gifted and talented children are progressing.

Art and Design is a cross-curricular subject and in Year 2 they are able to access the Art Studio for focussed teaching sessions as required. At the beginning of each Art and Design lesson there are 'star words' modelled by the Class Teacher and support staff to encourage children to use the correct vocabulary. These 'star words' will then be celebrated throughout the lesson when children use them independently. The lesson model will follow a six part design and the children's artwork will be recorded within an Art Learning Journal. This allows them to plan, design, create and reflect on their own work. In addition, any large scale or 3D pieces will be recorded through an annotated photograph.

In EYFS and Year 1 Art and Design is available within the provision on a daily basis for the children to access independently. Class Teachers plan group times which provide children with the opportunity to explore the vocabulary associated with Art and Design. During group times, Class Teachers model skills which are then applied and consolidated by the children during their 'child initiated play'. Each child has a learning journal where their artwork and designs, or photographs of 3D pieces, will be kept and celebrated with parents.

Resources

The Art Studio provides all children access to a rich environment which is stocked to ensure children can independently access art and design materials. Children are able to choose suitable materials and access the most appropriate tools to allow a creative process whilst they experiment with their artwork. A designated LSA (Learning Support Advisor) will be responsible for monitoring the stock with the Art Studio and the stock cupboard. Class Teachers are responsible for ordering in any specialised materials which are not used on a daily basis.

Assessment

- **Big Assessments Weeks**
- **Assessment Grids**

Assessment forms part of the planning, teaching and learning which takes place throughout the year by questioning, observing pupils developing skills and discussing their creative ideas. Each piece of work will provide the opportunity to explore a newly learnt skill or provide the opportunity to develop a previously learnt skill. Assessment in Art and Design considers the child's level of skill and grasp of concepts, use of key vocabulary and how the child builds on links from prior concepts, skills and experimentations.

Staff are provided with the progression of skills document, which will form assessment and planning. In addition, the document enables Class Teachers to assess each child individually within a skill and ensures coverage across the year of the key skills. During focussed teaching time with a Cover Supervisor, professional discussion with the Class Teacher is used to inform and reflect upon the children's progress throughout the year.

In EYFS and Year 1, each child has a learning journal where their artwork and designs will be kept and any large scale or 3D pieces will be recorded through an annotated photograph and a next step will be provided. In Year 2, each child is provided with an Art Learning Journal which allows them to plan, design and create their artwork and will be used to inform the Class Teacher of progress and areas that require further development.

Self evaluation and peer assessment is used throughout the year groups verbally, however, in Year 2 children are encouraged to complete a 'Two Stars and a Wish' label to enable them to become a critical friend in a positive manner, offering feedback and suggestions of areas for development.

Vulnerable Learners

Every child has access to art and design experiences which are differentiated to ensure the needs of all children are met. Vulnerable learners are supported through greater differentiation of tasks and materials made available. We strive to meet the needs of all pupils with special educational needs and of those learning English as an additional language, disabilities, disadvantaged pupils, in-year admissions, persistent absentees. We assess the needs of each child, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention through Quality First Teaching will be put in place and extra differentiation is provided as required.

It is the Class Teacher's responsibility to respond to all children's diverse learning needs and set suitable challenges which can be accessed by every child. As a result, the school strives to overcome potential barriers to learning and assessment for individuals and groups of children. The Cover Supervisor is to check with the Class Teacher as to the suitability of the

planned taught session in PPA and it is the Class Teacher's responsibility to provide differentiated plans, if required.

- Add how art may give opportunity for vulnerable learners to shine/thrive.

Extra-Curricular Activities

Gifted and talented children are encouraged to develop their talents and experiences of art and design through an extra-curricular club. Through observations and discussions with Class Teachers, all gifted and talented children will be provided the opportunity to join the club each term. Joydens Wood Infant School strives to set suitable challenge for all children and through a skills based after school club, gifted and talented children are able to seek further challenge and develop art and design skills.

Impact

The Role of Subject Leader

Working collaboratively with other colleagues in school, the Art and Design Subject Leader establishes high expectations for all children to access resources independently and to make skills based progress. The Subject leader will:

- Develop the Art Studio to encourage independence for all children
- Monitor the standards of teaching and progression of skills
- Provide support and training to staff (see CPD below)
- Ensure displays are kept neat and maintained to a high standard
- Work collaboratively with a designated LSA (Learning Support Advisor) to audit resources and replenish as necessary

Throughout the year the Art and Design Subject Leader will complete the following monitoring across the school:

- Autumn term: team teach with Class Teacher and Cover Supervisor in the Art Studio, conduct an environment walk to observe displays in the corridor and implement an extra-curricular club.
- Spring term: observe Class Teacher during Art and Design lessons, provide feedback and conduct a pupil voice survey to obtain children's opinions on the subject.
- Summer term – reflect on impact of Art and Design over the previous two terms, develop a link with a Secondary School which has Art and Design as a specialism and update Class Teachers with any changes to display requirements.

Continued Professional Development

To ensure all Class Teachers and LSA's have a secure knowledge of Art and Design, the Subject Leader will conduct a training session in September and discuss the policy and requirements. Additionally, the Subject Leader will create a demonstration display board for the corridor displays to model the requirements and will meet with all new staff members to discuss the policy to ensure they understand the implementation. Class Teachers will also be provided with the opportunity to team teach with the Art and Design Subject Lead when requested, as a result, all displays and teaching will be consistent. The Subject Leader will form a partnership with a Secondary School that specialises in art and design; leading to observations in practice and forming a link to invite art students in to teach skills within the school. For continued professional development for the Subject Leader themselves, they will seek development through reading (journals, visiting other schools, DfE updates, articles and policies) and collaboration with other professionals to develop expert level of specialism.