



OVERCHURCH

INFANT SCHOOL

ART POLICY 2022

Approved by FGB:	
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Signed:	Headteacher
Signed:	Chair of Governors

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Introduction

At Overchurch Infant School we believe that art has a special place in the education of all our children. It is a unique and valuable means of communication not bound by written or spoken language, enabling all children to develop a capacity for self-expression. We try to ensure that all our pupils enjoy art in as many forms as possible, enabling and encouraging them to express their feelings and ideas through individual and group work and research.

The main purpose of a policy for art and design is to ensure that the subject is recognised as a curriculum area which can help pupils develop the knowledge, skills and understanding they need to lead confident and fulfilling lives, as citizens of the 21st century. It gives them the tools to solve problems, develop creativity and generate ideas.

An artist at Overchurch Infant School:

- is enthusiastic about art and enjoys the creativity that it allows
- becomes a creative thinker and learner, exploring their ideas and recording their experiences
- can talk about and appreciate the work of other artists
- is able to evaluate their work and suggest ways to improve
- is keen to develop and refine their skills
- works with a range of skills, tools and media with confidence
- can apply their knowledge and understanding of art to their own work

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

DfE 'Statutory framework for the early year's foundation stage' 2017

DfE 'Art and design programmes of study: key stage 1' 2013

Equality Act (2010)

2. Early years foundation stage (EYFS)

- 2.1. All pupils in the EYFS are taught art and design as an integral part of the topic work covered during the academic year.

- 2.2. All art and design objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early year's foundation stage':

- Communication and language
- Physical development
- Personal, social and emotional development

- 2.3. There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

Literacy

Mathematics

Understanding the world

Expressive arts and design

- 2.4. The art curriculum in the EYFS has a particular focus on the specific area of Expressive Arts and Design.

- 2.5. In the EYFS, pupils will be taught to:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and shape.

Develop their independence so that they can explore, experiment and consolidate their art skills.

Represent their own ideas, thoughts and feelings through art, music, dance, role-play and storytelling.

3. KS1 – Art and design

- 3.1. By the end of KS1, pupils will be taught to:

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 using colour, pattern, texture, line, shape, form and space.

Appreciate 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.

4. Roles and responsibilities

4.1. The subject leader is responsible for:

- Preparing policy documents and providing planning for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art and providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Liaising with the SENCO about support for pupils with SEND.
- Organising the deployment of resources and carrying out an audit of all related resources.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Advising on the contribution of art and design to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art in subsequent years.

4.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art and design skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.

- Undertaking any training that is necessary in order to effectively teach the subjects.
- Displaying pupils' artwork in a way that enhances the learning environment and promotes a variety of ideas and designs.

4.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist art based learning throughout the school, when necessary.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of TAs in order to meet pupils' needs.

5. Equal opportunities

- 5.1. At Overchurch Infant School we ensure that all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- 5.2. In order to ensure pupils with SEND achieve to the best of their ability, outcomes may be adapted and the delivery of the art and design curriculum may be differentiated for these pupils.
- 5.3. The planning and organising of teaching strategies for each subject will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage.
- 5.4. The school aims to maximise the use and benefits of art and design as one of many resources to enable all pupils to achieve their full potential.

6. Cross-curricular links – Art and design

○ English:

Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.

Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.

Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

○ Maths:

Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

○ PSHE:

Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

- **SMSC:**

Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.

Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

- **ICT:**

Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.

Pupils can record their observations and manipulate them through editing or painting software to create their own designs.

Pupils can use the internet to explore famous artists and designers.

7. Health and Safety

- 7.1. In order to maximise their learning experience, pupils are allowed full access to a wide range of materials in art and design lessons; however, health and safety concerns are inherent with these subjects, including storing materials and tools, and the use of equipment.
- 7.2. The risks of each task will be assessed by the classroom teacher and subject leader before lessons, and relevant Personal Protective Equipment will be compulsory based on their decisions.
- 7.3. All tools, such as glue guns, are checked by the subject leader before use. It is also the duty of staff to recognise and assess the hazards and risks associated when working with materials.
- 7.4. All pupils will be taught how to use all equipment properly by the classroom teacher before use, so that they show awareness of themselves and others around them.
- 7.5. Pupils are only allowed to use a lower temperature glue gun under one-to-one supervision – an adult will use the glue gun at all other times.
- 7.6. Pupils will demonstrate care when collecting and returning equipment, especially when moving around the classroom.

8. Teaching and learning

- 8.1. At Overchurch Infant School we use a variety of teaching and learning styles in art and design lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 8.2. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.
- 8.3. Art and design lessons are delivered once a week for KS1 when art is the focus of the topic. The children are also given chance to practise skills and consolidate learning using other subjects as the stimulus. For example, using charcoal to draw WW1 soldiers as part of the history learning. There may also be times when a block of art is more suitable – working on a project perhaps.

- 8.4. Principles for effective teaching include:

Setting tasks in the context of pupils' prior knowledge

Promoting active learning

Inspiring, exciting and motivating pupils to know more

- 8.5. Strategies for effective teaching include:

Ensuring the teaching methods used suit the purpose and needs of the pupils

Providing a meaningful context and clear purpose when assigning tasks

Ensuring tasks are built on skills and understanding

Following a specific art planning cycle which builds on skills over the lessons

- 8.6. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

- As part of art and design, pupils are provided with a sketchbook. The sketchbook is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques.

- Pupils are encouraged to use their sketchbook as a place of practice, and to represent their thoughts and feelings through art and design.

- The sketchbook is used for:

Practising certain skills and features, and gathering information to use on larger pieces of work in class.

Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.

Recording details about drawings.

- The sketchbook can be used as a place to collect the following items:

Photographs

Pictures from magazines, comics, cards, calendars, stamps, etc.

Samples of textures, fabrics and other materials

Colour strips from colour mixing

Evaluations by pupils of their own work and the work of other artists

8.7 Art experiences should be presented to children through first hand experiences, practical in nature. The natural environment should be used as often as possible.

9. Planning

- 9.1. Planning of the art and design curriculum is focused on creating opportunities for pupils to:

Use a wide range of materials.

Produce creative work, explore their ideas and record their experiences.

Appreciate and understand the work of other artists and famous people.

Record their ideas and plan for larger pieces of work.

Learn how to gather and evaluate different materials.

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

Evaluate and analyse their work and that of others using the language of art, craft and design.

Discuss ideas and planning with their peers.

See that their work is valued, celebrated and displayed around the school.

- 9.2. The school creates long-term, medium-term and short-term plans for the delivery of the art and design curriculum – these are as follows:

- Long-term: includes the topics and skills to be studied in each term for the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

- 9.3. The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

- 9.4. Teachers are responsible for short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

- 9.5. In our school, art and design is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- 9.6. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 9.7. Long-term planning will be used to outline the units to be taught within each year group.
- 9.8. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work.
- 9.9. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 9.10. Short-term planning will be used flexibly to reflect the objectives of the lesson and the success criteria.
- 9.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils. "I can's" will be stuck into sketchbooks and journals stating which skill is being practised.

10. Assessment and reporting

- 10.1. Pupils in EYFS will be assessed in accordance with the 'Statutory framework for the early year's foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.
- 10.2. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early year's foundation stage'.
- 10.3. The progress and development of pupils within KS1 is assessed against the descriptors outlined in the national curriculum.
- 10.4. Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objectives (I can's)
 - Pupils' self-evaluation of their work
- 10.5. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 10.6. Summative assessment is conducted after each topic completed. The data is entered into Insight Tracking for each child.
- 10.7. Parents will be provided with a written report about their child's progress during the Summer term every year.

11. Resources and equipment

- 11.1. The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- 11.2. The school library contains resources and books to support pupils' research.
- 11.3. The art and design budget covers the cost of materials and replacement tools. Teachers will be required to maintain the tools and equipment in their classroom.
- 11.4. There should be a designated display wall in classrooms which will be updated on a termly basis. In KS1 the displays should demonstrate features of the progressive teaching cycle, e.g. exploring and experimenting, developing ideas etc.

12. Visits and Visitors

Every child should have the opportunity to visit an art gallery during their time in Key Stage 1. This will hopefully encourage and develop the children's interest in art and enhance their learning.

Covid 19 restrictions will need to be ascertained before visiting art galleries.

Suggested venues are:

- Walker Art Gallery
- Lady Lever Art Gallery
- Tate Art Gallery
- Williamson art Gallery

Visitors and local artists should be invited into school where appropriate, to work with the children, thus providing them with real life experiences.

13. Monitoring and review

- 11.5. This policy will be reviewed every year by the subject leader.
- 11.6. Any changes made to this policy will be communicated to all members of staff.
- 11.7. All members of staff directly involved with the teaching of art and design are required to familiarise themselves with this policy.
- 11.8. The scheduled review date for this policy is January 2023.