



Priory Infant School

ART POLICY

Aims and Objectives

Art, Craft and Design are unique forms of human expression and communication, fundamentally important to the creative, intellectual, aesthetic and physical development of every child. Art, Craft and Design provide a unique vehicle that enables the recording of expressions of emotions, ideas and observations of both individuals and their world through an enormous range of materials and processes.

At Priory Infant School all children will be entitled to experiences in Art, Craft and Design which are: -

- ❖ Inspiring, rich, varied and enjoyable.
- ❖ Challenge them to their full potential.
- ❖ Offer learning experiences of the highest standard possible, irrespective of gender, ethnic background, age or disability.
- ❖ The art programme is designed to provide experiences which cover the full range of individual strengths and abilities through the widest possible range of activities.

Children will have access to a continuity of teaching and learning which will enable them to be:

- ❖ Willing to use their imagination
- ❖ Curious about the natural world
- ❖ Confident in using materials, tools and equipment safely and effectively.
- ❖ Thoughtful about what they are doing.
- ❖ Interested in the work of others and world of the artist, craftsperson and designer.
- ❖ Children will be encouraged to make progress by a regular access to art, craft and design activities which are aimed at their particular stage of development.

Teaching and Learning Styles

The expectation is that learning and teaching styles will address the needs and wants of the children and the needs and wants of the subject being taught. At Priory we utilise many learning and teaching styles. Children's enjoyment of art should be developed through activities that bring together requirements from:

- ❖ Investigating and Making
- ❖ Knowledge and Understanding

Pupils should be given opportunities to experience different approaches to art including those that involve working individually, in small groups and as a whole class. In order to develop visual perception, children should be taught the creative, imaginative and practical skills to:

- ❖ Express ideas and feelings.
- ❖ Record responses, including observations of the natural and man-made environment.
- ❖ Design and make images and artefacts.

Children should be given opportunities to:

- ❖ Gather resources and materials, using them to stimulate and develop ideas.
- ❖ Explore and use two and three dimensional media, working on a variety of scales.
- ❖ Respond to and evaluate art, including others and their own work.
- ❖ Use a variety of methods to collect and record ideas (eg sketch books, digital photos, mood boards)

- ❖ Use the natural and built environment
- ❖ Explore the local art community through visits and visitors

In order to develop visual literacy, pupils should be taught about the different ways in which idea, feelings and meanings are communicated in visual form.

Arts curriculum planning

Most if not all art projects will be planned through our creative, topic-based curriculum. Extended opportunities for art, craft and design will be met through our annual Art Week, Art Club during Golden Time, after school provision (Craft Club) and specialist visits and visitors eg. The Big Arts Challenge .

Inclusion and Differentiation: (see Inclusion policy)

We teach art to all children, whatever their ability, to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of all children. Where some children may need different resources or more time and support to achieve this is planned in as a matter of course across the whole curriculum.

Resources

Most everyday art resources will be stored in classrooms. More specialised or large equipment will be stored in the stock cupboard. Specialist resources may be brought in for specific topics or art weeks.

Assessment and recording

Meaningful assessment should be carried out within a framework which is understood by children and teachers alike. For this reason assessment should be linked to planning at all times. The use of child-generated success criteria as part of the teaching is recommended for most art activities. Self-assessment in the form of pupil observations, both written and oral should be used to support the assessment process and as an aid to learning.

The use of the scheme of work and progression through skills will be essential for assessing the progress and development of the children in this subject.

Monitoring and review

The Art subject leader and class teacher are responsible for the standard of children's work and for the quality of teaching in art. The work of the Art subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The Art subject leader will evaluate the strengths and weaknesses in the subject annually and indicate areas for further improvement. The Art subject leader must therefore make full use of non-contact time to undertake monitoring of Art across the whole school by supporting planning and delivery and by work scrutiny.

Tracey Jones- Art subject leader

Review date: 2018