

Art & Design Policy

Henry Bradley Nursery and Infant School

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1	14/02/2014	Headteacher
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Purpose of study

Art, craft and design embody some of the highest forms of human creativity. 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and 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
- 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.

Teaching and learning style

- At Henry Bradley School we make Art and Design an enjoyable learning experience. We encourage children to participate in a variety of artistic experiences through which we aim to build up the confidence of all children. Children develop descriptive skills in art and design lessons when learning about how art can represent feelings and emotions. We teach them the disciplined skills of recognising colour, pattern, texture, line, shape, form and space

We recognise that in all classes children display a wide range of artistic abilities so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity depending on the ability of the child;

Art and design curriculum planning

We carry out the curriculum planning in art and design in three phases (long-term, medium-term and short-term). The long-term plan maps the art and design topics studied in each term during the key stage. The art and design subject leader works this out in conjunction with teaching colleagues in each year group. Usually the children study art and design topics in conjunction with other subjects. Through this system of planning we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, based upon the skills outlined in the national scheme, give details of activities for each topic. The art and design co-ordinator reviews these plans and provides support and guidance for delivery when requested by the class teacher.

Foundation Stage

We teach Expressive Arts and Design in Foundation Stage 1 and 2 as an integral part of the topic work covered during the year. Art and design also contributes to a child's personal and social development

Art and Design and inclusion.

At Henry Bradley school we teach art and design to all children, whatever their ability and individual needs. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with gifts and talents and those learning English as an additional language and take all reasonable steps to achieve this. For further details see separate policies : Special educational needs; Disability non-discrimination and access; Gifted and talented; English as an additional language(EAL)

When progress falls significantly outside the expected range, the child may have special educational needs. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Children demonstrate their ability in art and design in a variety of ways. Teachers will assess children's ability and progress by observing and making informal judgements. Oral feedback is given by the teacher and children are encouraged to talk about their own work and ways of changing or improving it.

We believe that art and design enriches the lives of people, and so we wish to involve as many children as possible in artistic activities.

Monitoring and review

Medium term planning is reviewed regularly to ensure art and design is embedded into planning and fulfils the programmes of study.