

PERRYFIELDS INFANT SCHOOL ART AND DESIGN POLICY



Helping each other to learn and grow

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Children use colour, form, texture, pattern and different materials and processes to communicate what they see, think and feel.

AIMS

- For every child to have equal access and opportunity to develop and broaden their appreciation of the arts.
- For every child to develop a range of skills to enable them to experiment with different materials and media.
- For every child to develop a rigorous understanding of art and design.

OBJECTIVES

- Record from first hand observation, experience and imagination.
- Investigate the possibilities of a range of materials and processes.
- Show an appreciation for different kinds of art, craft and design.
- Develop an understanding of visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space.
- Represent observations, ideas and feelings.
- Review work and identify ways to develop future work.
- To learn about great artists, craft makers and designers and to understand their cultural development of their art forms.

SUBJECT ORGANISATION

At Perryfields Infant School Art and Design is taught in Key Stage 1 using objectives from the National Curriculum and the Chris Quigley 'Essentials', document. In the Foundation Stage Art and Design is taught through the area of creative development. It is taught through a cross curricular approach. At Perryfields a range of teaching styles are used including first hand observation, experience and imagination. Activities are differentiated to meet the needs of different abilities and age groups. Activities are delivered and recorded in a variety of ways to best suit each lesson. At Perryfields we aim to promote learning through the use of attractive and stimulating displays. The displays extend children's learning by being relevant to recent activities, interactive and informative. Displays show what is good about the child's work and asks them thought provoking questions related to a topic. Progression in key skills is monitored through the Chris Quigley document. This is then passed on to the next class teacher to ensure the ongoing development of skills.

ASSESSMENT

The art and design subject leader has the responsibility, together with the SLT for monitoring teacher's planning and teaching of art and design, children's development of skills, progress and attainment the effectiveness of the art and design policy.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through LSA support and interventions.
- More able children are identified and suitable challenges provided.

EQUAL OPPORTUNITIES

All children have equal access to the Art and design curriculum. Where children have special educational needs, activities are differentiated to accommodate these. The medium term topic wheels enable teachers to identify teaching strategies for both the support and extension of children's learning.

SMSC

Art contributes to all children's SMSC development through:

- Art lessons develop children's aesthetic/visual appreciation.
- In turn, Art and design evokes feelings of 'awe' and 'wonder'.
- Giving children the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

Through Art and design the children will also learn to develop the following personal qualities:

- Confidence
- Self-worth and self-esteem
- Creativity
- Independence
- Team work
- Reflection
- Recognition of effort
- The ability to both give and act upon effective feedback

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decision are influenced through the pupils voice which is through the democratic process of the School Council.

REVIEW

This policy will be reviewed according to the policy statement review timetable, taking into account national and school based initiatives.

Signed

Dated