

# Overdale Infant School and Pre-school



## Art and Design Policy 2020/2021

<b>Policy Date:</b>	September 2020	<b>Version:</b> 1.0	
<b>Policy Review Date:</b>	September 2023	Hayley Holmes	Date:
<b>Ratified by Governing Body:</b>			
Name		Insert Signature	Date

## **Rationale**

Art and Design stimulates children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of responding to the world.

"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. 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."  
*KS1 National Curriculum 2013.*

"Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function."  
*EYFS Development Matters - Expressive arts and design.*

This policy seeks to contribute to the schools aims of meeting the needs of all children and should be read alongside the Equal Opportunities Policy, Racial Equality Policy, S.E.N. Policy, Inclusion Policy, Gifted and Talented Policy and Subject Policies.

## **Intent**

Art and Design in school provides opportunities for children to :

- experience different approaches to art, craft and design.
- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- work as an individual, as part of a group or whole class.
- develop visual perception by expressing ideas and feelings, recording observations and designing and making.
- explore visual and tactile elements, i.e. pattern, texture, colour, line, tone, use of shape, form and space.
- be introduced to the work of artists, crafts people and designers, including styles from the locality, past, present and other cultures.

- cross-curricular links with performance art, exploring, dance music and drama.

## ***Expectations***

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.

By the end of Key Stage 1 children will be able 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.
- use a range of art and design techniques involving colour, pattern, texture, line, shape, form and space.
- know about the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines and make links to their own work.

By the end of EYFS children will be able to:

- use tools correctly, glue spreaders, paintbrushes, scissors.
- name colours.
- an understanding of what happens when colours are mixed.
- identify and describe a range of different textures.
- draw lines (curved and zigzags) and shapes and fill shapes with different materials.
- represent thoughts, ideas and feelings through art.

## ***Guidelines***

- **Safeguarding**

We will protect children from maltreatment, prevent impairment of children's health or development and ensure that children are growing up in circumstances consistent with the provision of safe and effective care.

- **Equality**

All children will have access to the same opportunities, irrespective of gender, age, race or ability in the development of their curriculum.

- **Prevent Duty**  
We focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- **Organisation**  
At Overdale Infant School the children learn and practice a variety of artistic skills that stimulate their creativity and imagination. This is sometimes a discreet element of the curriculum but more often is linked to themes and celebrations experienced in school.
- **Planning**  
Planning is completed at 3 levels. Long term planning is based on the teaching programme set out in the EYFS and National Curriculum documents. Medium term planning is carried out on a termly or  $\frac{1}{2}$  termly basis. Teachers select a combination of learning/teaching objectives to ensure a balanced art and design curriculum. Weekly planning includes learning objectives and skills that are being taught and learnt.

## ***Assessment***

- Assessment opportunities are built into schemes of work.
- Teacher Assessment is carried out through:
  - observation.
  - questioning.
  - discussions during which pupils evaluate their work.
  - scrutiny of work (drawing, painting, sculpture).