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**ART POLICY**

**Reviewed: September 2022**

**Reviewer: Jonathan Whitfield (Headteacher)**

**Next renewal date: September 2025**

**Introduction**

The Art curriculum aims to give children the ability and skills to produce creative work, explore their own ideas and express themselves imaginatively. Children will have the opportunity to use visual language skilfully to express emotions, interpret observations, convey insights and accentuate their individuality. Each term, children will explore drawing, painting, printmaking, 3D work and a range of mixed media including textiles, collage and digital media. The school will focus on developing a deeper knowledge of other artists, craft makers and designers from around the world. This will allow children to think and act as creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. Children will be offered experiences to select and use materials, processes and techniques skilfully and inventively and be encouraged to reflect on, analyse and critically evaluate their own work and that of others. The curriculum will inspire a passion for and a commitment to the subject.

The aim of this policy is to clarify to staff, governors, parents and pupils how Art is taught in this school.

**Aims**

Art has a high profile at Nevill Road Infant School and it is intended that this remains the case. Art is an integral part of our provision and ethos and we use it to develop the children’s creativity, imagination and aesthetic awareness. All new teachers are introduced to the development and ethos of art and design within the school including our display policy. Art work that the children have produced is celebrated throughout the school environment. Children are encouraged to experiment using a range of media and we look at artists and designers from a variety of cultures.

**Our aims are to:**

• Ensure children 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.

• Extend a child's creativity, requiring elements of innovation, thought and imagination.

• Create a love of learning where the child is free to experiment with art materials

• Equip the child with a valid, vital and expressive means of communication.

• Develop aesthetic awareness.

• Give children a sense of pride and satisfaction

**The School’s Curriculum Organisation**

• 2-yr old provision, Nursery and Reception classes follow the EYFS curriculum guidance as well as ‘Development Matters.’ Art activities are derived predominantly from the Expressive Arts and Design (EAD) area of learning.

• At Key Stage 1, the Scheme of Work has been developed from the National Curriculum Programmes of Study (PoS) for Art, from the National Curriculum. Learning objectives have been mapped and allocated to each year group. These objectives were chosen to best-suit the termly topics, and to reflect continuity and progression in children’s skills, knowledge and understanding through the Key Stage. The Scheme of Work is also underpinned by the school’s Curriculum Drivers of ‘The Seed’, ‘Being Brilliant’ and ‘Sense of Self’.

**Learning and Teaching Strategies**

The teacher will aim to develop a confident, lively and inquiring use of materials and equipment. To this end, children will be given an active role in choosing their materials and equipment and will be encouraged to critically evaluate their own work and that of other artists/designers. Tools and equipment should be named and explained. Teachers encourage use of more technical vocabulary e.g. using 'describing' words and discussion of pupils’ work. Natural and made objects should be used for observational work. Demonstration should be used whenever possible alongside examples of work of other artists/designers to inspire the children’s own work.

1. Drawing

Early Years Foundation Stage:

Pens, pencils, brushes, chalks, crayons, should be used with a range of papers of varying sizes. The objective is to encourage children to understand the characteristics of materials and to become confident in their use, enjoying the experience. Demonstrations by the teacher must illustrate their full use.

KS1:

Painting and drawing is the basis of building skills, knowledge and confidence in young children. Children from YR to Y2 work from direct observation as well as being encouraged to make imaginative responses to different ideas. Children are encouraged to use a wide range of media including pencils, fine line pens, chalks, charcoal and pastels. All children keep a sketchbook and start to understand the importance of research drawings and experimentation. Children continue to use these sketchbooks throughout the Infants and enjoy reflecting on their achievements.

1. Painting

Early Years Foundation Stage:

Paint is the most flexible and versatile means of introducing the child to the exciting world of colour. For the young child painting will often be an experiment with co-ordination and motor skills. The consistency of paint will be as exciting to pupils as the qualities of colour. Children should be encouraged to name the colours and to become familiar with the ways in which they can be made thinner or thicker and the range of marks which can be made with brushes of different types and sizes. Some colour mixing will take place but this will often occur on the surface of the paper. Then more formal colour mixing can be introduced with the primary colours.

KS1:

When children have become familiar with the use of paint and can recognise and name colours, colour mixing may be developed. The expressive potential of colours can be recognised.

1. Printing

Early Years Foundation Stage:

Children produce random patterns and shapes and like to explore the different properties of art materials. Early experiences should involve exploration of simple printing techniques e.g. mono – printing, block printing using a variety of natural and man-made objects and simple rubbings.

KS1:

Printmaking enables all children to experiment and produce images using a range of approaches. They become used to a new vocabulary and get familiar with words such as repeat, relief, pattern and surface. Children who may find traditional methods of drawing and painting challenging are often surprised and motivated by their printmaking results. We also aim to make children aware of the importance of sequences and processes in some types of art. Children will begin to produce refined and organised patterns. They will overlap shapes and construct symmetrical and asymmetrical designs. Children will need to be shown, and collect for themselves, examples of printed images e.g. textiles, wallpapers, wrappers etc. As they gain in confidence quite sophisticated prints can be produced to include the use of several colours.

1. Textiles and Collage

Early Years Foundation Stage:

From entry, children are encouraged to understand that processes and ideas can be realised in different ways and that art is not confined to drawing and painting. All children get the opportunity to work with collage, weaving, sculpture and clay. We aim to build confidence in co-ordination skills, basic construction techniques, design considerations and working collaboratively. When working in textiles children begin to move away from a purely two dimensional interpretation of their ideas to explore the different properties of fabric and threads and start to form rudimentary three dimensional artefacts. Children need to be presented with the opportunity to explore the tactile qualities of textiles. They need to discover how fabric is constructed, how it behaves and the possibilities that are inherent in cloth, threads and dyes. Earliest experiences for young children should involve exploration of different fabrics (weights, colours, patterns, textures) and threads through matching and sorting activities. Children will gradually become familiar with the language related to textiles and to the tactile sensations (rough, woolly, prickly, smooth, furry etc). Children can explore collage through use of paper, tissue, crepe paper, cellophane and found materials. Such materials can be overlapped, folded etc., to create different effects and textures.

KS1:

Following these early explorations children should now examine how fabrics, threads and materials are constructed. The use of magnifying glasses will enhance the children’s awareness. Children should be encouraged to - fray the edges, pull out threads and pull apart loosely woven fabric. They can begin to use the fabric in a variety of ways - knotting, twisting, pinning, stapling, tying, gluing, and combining threads. All these activities lead well into weaving, sewing and fabric collage. Early stages of experimentation can include simple paper weaving and threading materials through chicken wire. The children can then progress to simple weaving on card, picture frames or paper plates. Weaving with different materials can be very effective - sticks, leaves, beads etc. Fabric pictures and collage work can be extended into appliqué work. Children can use different stitches and invent their own.

As a simple generalisation, children should proceed from ‘structured play' to 'guided discovery' to increasingly independent learning. Teachers also need to be aware that rigid conditions are stifling and involve no skills for the child who will just produce a copy of the teacher’s templates, e.g. Father Christmas based on teachers!

Teachers are expected to employ a range of strategies to support different learning styles as appropriate. These will include:-

• Using the interactive whiteboard to view other artists/designers/craftspeople work from other cultures.

• Individual or paired work

• Collaborative work in groups

• To allow time for discussion to promote high levels of creative and critical ideas and judgements.

**Responding to Children’s Work**

• Encouragement should be given to the child on an individual basis. Comparison with another child's work will lead the child to assume there is a right and wrong way to do art.

• The opposite also applies. Children will become bored and lose confidence, often repeating the same images over and over again, instead of trying anything new, if they are only provided with materials without guidance in skills and techniques.

• Children will be encouraged to evaluate their own work and suggest ways of improving and moving their work forward.

• Children’s work is displayed in classrooms and public areas of the school such as the hall and communal corridors.

**Differentiation**

Activities using Art are planned to allow different levels of achievement by pupils and to incorporate possibilities for extension work.

Appropriate challenge is provided through regular, informal teacher observation. Differentiated work is provided in support of each child’s needs, establishing progress with sufficient challenge to engage and motivate through achieving success.

TA’s will be used to support lessons where available.

**Planning and Assessment**

In the Early Years Foundation Stage, Art is one of the seven areas of learning known as ‘Expressive Arts and Design’ and is broken into two subsections: ‘Creating with materials’ and ‘Being imaginative and expressive’. Planning shows opportunities across the curriculum for Art activities. Children’s achievements are noted throughout the year through incidental and formal observations arising from children’s independent work and during adult supported tasks.

The children’s skills, knowledge and understanding will be assessed against ‘Development Matters’ and the Early Learning Goals. Progress is recorded regularly.

At Key Stage 1, the half termly / project plans and Topic Tasters are planned to include key learning opportunities, key knowledge and skills, key vocabulary and the specific pedagogical choices being made to deliver each lesson.

Assessments are completed and logged using an internal system. These outline expectations for four levels of ability (Below, Towards, Expected and Exceeding). The children’s skills, knowledge and understanding are assessed against key end-points. Any child achieving outside of these criteria (SEND or G&T) will also be recorded. Any children who are considered Gifted and Talented in Art will be identified and added by the class teacher to the Gifted and Talented register. This assessment data is passed on to the next teacher.

**Cross Curricular Opportunities**

Wherever possible, advantage will be taken of opportunities to develop cross curricular links. These links are identified in our planning.

For example:

Geography – learning about the rainforest e.g. creating collages inspired by the rainforest.

Science- learning about healthy eating e.g. drawing and painting close up of different fruit, painting planets in science.

History- drawing and designing castles

DT – drawing and designing products before making e.g. moon buggies, sandwiches

Computing – using active inspire do draw/ design. Literacy – making posters, designing front covers, and drawing book covers.

Music – designing musical instruments

**Resources**

• All classrooms contain equipment and resources to support art work as well as a central store.

• Art planning makes reference to I.C.T. including websites which support work. Specific programs and software are also identified.

• In addition to this, each classroom and/or shared area contains its own basic supply of art equipment. Children are expected to access their own resources and equipment wherever possible and tidy away when they have finished.

**Learning, Difficulties and Disabilities (LDD)- Disability Equality Statement.**

“Nevill Road Infant School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching Art, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:”

• Allocated adult support

• Provide alternative or adapted activities for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials.

• Adjusted objectives to support individual and specific needs.

• Make use of digital cameras, computer programmes, specially adapted tools or an alternative choice of media.

• Active learning methods to support different learning styles. The class teacher is responsible for ensuring weekly plans are accessible to all pupils and that objectives are appropriate.

**Gifted, Talented and More Able (GTMA)**

GTMA pupils are identified and their name recorded on our register. An annual enrichment plan is created to enhance the opportunities for children who present as talented artists. This is shared with parents and appropriate competitions and exhibitions in local galleries etc. are signposted. The class teacher is then responsible for ensuring weekly plans identify appropriate and challenging objectives for these pupils.

**English as an Additional Language (EAL)**

Pupils for whom English is an additional language will be similarly supported in accessing the Art curriculum. The class teacher is responsible for ensuring weekly plans are accessible to all pupils.

**Pupil Liaison and Home-School Links**

Information regarding the pupils’ attainment is passed on to the relevant class teacher at the end of each year and to the relevant KS2 School at the end of KS1.

Display and notice boards around the school informs parents of their children’s work that term. Parental involvement is requested in our newsletters. Children’s work is displayed in public areas and on the schools website.

An Art e-portfolio is in development to showcase children’s work.

Specific projects such as Arts Week, Theme Weeks, School Exhibitions and any appropriate local opportunities can provide for greater parental involvement. Artists/designers may also invited to work in our school where opportunities and/or funds permit.

**Celebrating cultural diversity and promoting community cohesion:**

From entry to school, all children are exposed to a wide range of art from different times and cultures. They will get to know some artists names, become familiar with different styles of work and are encouraged to bring objects/artefacts in from their own culture. We look at work from a variety of countries and cultures and aim to instil knowledge, curiosity and enjoyment.

We also aim to encourage local artists/designers into school to work with the children. We aim to encourage links within the local community.

**The key responsibilities of the Art Subject Leader are:-**

The role of the Subject Co-Ordinator

• To develop and maintain the school’s scheme of work and e-portfolio

• To monitor planning and delivery of the curriculum, carry out lesson observations and scrutinise pupils’ work.

• To audit and replenish art equipment and resources throughout the school and manage the curriculum budget.

• Be given opportunities to update professional expertise and share this with staff when appropriate

• Advise governors of changes to policy and of standards achieved

**Appendix 1 ~ Developmental Stages of Art**

**Stage 1**- ‘Controlled scribbling to early representation attempts’ (approx. 3-5 years)

Scribbling is to drawing what babbling is to speech. Given the materials and opportunities, most children will have spontaneously passed through this stage prior to beginning school. Initial marks (with pencil, crayons etc) are meaningless in themselves and unordered. They are basically an extension of general physical movement.

Increased visual development leads to the beginning of a relationship between visual results and physical action. (lines up, down, across. curves, circles etc).

Where necessary, the teacher can encourage at this stage by providing large blackboard space and thick chalks, sand trays and sticks, paper in various shapes and sizes, a variety of markers (soft pencils, crayons, and paints).

Shapes become less random, more controlled. Specific scribble lines will be repeated. The child will begin to name his or her scribbles - "This me/my mummy" although they may still appear meaningless to adult eyes.

At this stage children also need tactile experience, handling fabric and other materials (plastic, wood etc) and manipulative experience: sand, water, bricks and modelling media - clay, dough and soft plasticine. At this stage the 'handling' experience is important there is no need to have a 'finished' piece of work.

**Stage 2**- Pre- schematic drawing stage (approx. 5-7)

The first symbols begin to appear. The child's movements become more precise and controlled. The first symbol usually represents a human form. By approximately age 6, the child's representation is constantly changing, increasing experience leads to more detailed symbols and a wider subject range.

Children continue to need daily access to paper and marking materials, drawing, colouring and painting. They will also enjoy printing, using fingers, hands, feet, found materials and fruit/vegetables. The mechanics of making a print will be more important than achieving a pattern or design. At this stage paper tearing and paper cutting are enjoyable and productive activities. Many children will need a lot of practice in using scissors, leading onto simple collage work. It is easier for them to use paper rather than fabric at this stage - fabric being more difficult to handle.

Children at this stage need access to modelling materials - clay, dough, plasticine. Modelling may become more purposeful with the children producing containers (cups, pots etc) snakes, eggs in baskets, human forms etc.

At this stage too, children should have access to found materials i.e. cereal boxes small boxes, tubes etc. for modelling although initially techniques of joining will be paramount rather than the creation of a specific model.

**Stage 3** – The ‘schematic stage’ (approx. 7-9)

Focal objects are becoming more realistic with greater detail such as clothing and features. Children also begin to pay more attention to backgrounds. It is during this stage that children begin to develop the use of texture, light and shade and a more sophisticated use of colour to add reality to their work.

Children should continue to have access to the same experiences as in stage two but may be encouraged or shown how they can develop their art work by the use of more sophisticated techniques. For example, how to use paint and/ or bristles to achieve different textures.

**Appendix 2 ~ Sketchbooks**

**Purpose of sketchbooks:**

A sketchbook is an important personal record used:

• To gather, collect, experiment and reflect

• To assess children’s skills and progression in art and design

• As a way for children to express themselves and their creativity How to use sketchbooks

• Sketchbooks should be owned by the pupils. As such, sketchbooks should be individual and develop personality, therefore a class of sketchbooks should not look the same.

• Sketchbooks should be used to show a journey of progression of an art unit. There should be clear development and build-up of skills/knowledge/techniques that lead to a final outcome/piece of art.

• Sketchbooks do not have to be used in every art lesson. Sometimes it is not appropriate to use sketchbooks in an art lesson, for instance; sculpture/3D art, display work or when you need a bigger canvas than A4.

• Where practical work is done, photo evidence can be stuck into the sketchbooks. Children can write about what they did, the skills they used, what they enjoyed and any feedback they shared with you. This can effectively demonstrate the ‘evaluate’ and ‘reflect’ part of art and design.

• Sketchbooks should continue with the child throughout school in order to show progression of skills throughout their school journey.

**What sketchbooks should look like:**

• Sketchbooks should be individual and personal to each child. They should be a collection of ideas and feelings.

• It is a place for children to practise, develop and refine their work. Mistakes should be encouraged to not be rubbed out or removed, but instead be seen as part of the learning process. • Children should take pride in their sketchbooks but they do not have to be beautifully neat and tidy. It should be considered a working document and some pieces of work may appear messy or even chaotic. What may appear messy to us could be that child’s best effort.

• Children should paint, chalk, oil pastel, collage and print directly into the sketchbooks unless a bigger canvas than A4 is required. If a final piece is required for display, then a photo of the final piece should be evidenced in their sketchbooks.

• Sketchbook content should be treated with respect. Teachers do not need to mark directly into their books. Children should be taught and encouraged to treat their own and other children’s work with respect.

• Sketchbooks can be used as a place to collect: - Photographs - Photocopies of art work - Pictures from magazines, cards, and calendars etc. - Samples of fabric, textures and materials. - Poems or stories that may have been used to stimulate a response

**Sketchbook Progression towards a finalised piece of artwork**

**Stage 1 🡪 Research & Ideas**

Children will be guided in finding out about a particular artist / piece of art / artistic movement / specific media.

They will be collecting information to shape their own views and opinions as well as noting the characteristics that are specific.

**Stage 2 🡪 Techniques & Experimentation**

Teachers will model specific art techniques that are skill based e.g. shading, line work, free paint

Children will be provided with opportunities to experiment in as many ways as possible so that they can discover the impact of a certain technique.

Teachers and children will begin shaping their ideas into a plan for the finished piece of work

**Stage 3 🡪 Colours & Moods**

Teachers and children will revisit primary and secondary colours as well as mixing in a specifically chosen media.

Children will create mood boards to showcase the background behind their planned piece of artwork. This can take be blocks of colours, cuttings, words, pictures, texts etc.

**Stage 4 🡪 Media & Tools**

Teachers will continue to model use of different media and tools. Children will be provided with opportunities to experiment so they can see how it fits with their artwork.

**Stage 5 🡪 Working on a piece of Artwork**

Teachers and children will work on the finalised piece of artwork. This can be collaboratively in small groups or individually. Support and extension can be provided throughout this process.

Children should be encouraged to use their sketchbook as a reference point for the build-up that has already taken place to assist in planning, execution and decision making.

**Stage 6 🡪 Self, Peer & Adult Assessment**

Following completion of the piece of artwork, children should be engaged in assessment from peers and adults. They should also be supported in self-reflection, considering what has been successful and areas where they feel they can develop.

The actual process of completing the artwork would ordinarily take place after Stage 4, however there may be times when children are engaged in a cumulative piece of artwork.