

ART AND DESIGN POLICY



INTRODUCTION

The importance of art and design in the lives of small children is clear to anyone who has observed the concentration and delight which most children bring to drawing, painting and assembling things.

One of our main foci in art and design education must therefore be to encourage those natural abilities which every child possesses.

Children need training to acquire the appropriate language in art and design and to understand and respond to what they see.

The ability to see clearly and to draw, paint, model and handle the associated technical problems is essential in a world that increasingly relies on direct visual communication.

AIMS AND OBJECTIVES

- To make art and design an enjoyable experience, by giving children the opportunity to undertake a balanced programme of art and design activities which clearly build on previous work and take account of previous achievements.
- To engage, inspire and challenge pupils to create their own artwork.
- To be given opportunities to work individually, in groups and as a whole class; in two and three dimensions, and a variety of scales.
- To develop imagination and careful observation by looking closely at the world around us.
- To develop children's ability to articulate and communicate ideas, opinions and feelings about their own work and that of others.
- To develop children's ability to respond thoughtfully and critically to ideas, images and objects of many kinds and from many cultures.

NATIONAL CURRICULUM REQUIREMENTS AT KEY STAGE 1

During Key Stage 1 pupils should be taught the knowledge, skills and understanding, through a balanced programme of art and design. They are given opportunities to produce creative work, exploring their ideas and experiences. The children will have experience of drawing, painting, sculpture and other craft techniques. They will also learn about the work of a range of artists, craft makers and designers, describing the differences and similarities and make links to their own work. Manor Farm Infant School ensures that children have the opportunity to develop in all these areas, and teachers use the Plan Bee planning to support their teaching. Planning for continuity and progression is an important consideration in the school's long-term planning. Time allocated to the teaching of Art and Design in Manor Farm Infant School is in line with the National Curriculum Guidelines.

CURRICULUM REQUIREMENTS AT FOUNDATION STAGE

Art is encompassed and taught under the banner of 'Expressive Art and Design' within the new EYFS Statutory Framework. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. Children are taught art appreciation through a topic-based curriculum and have the opportunity to experience a wide range of materials, tools and techniques to begin to develop their skills in this area. They will begin to experiment with colour, design, texture, form and function, sharing their creations, explaining the process they have used. The use of art and design will also be seen through using and making props for role play. The pupils are given opportunities to work independently and collaboratively as part of child initiated and adult focused learning.

HEALTH AND SAFETY

Health and Safety is an integral part of Art and Design.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar pupils should be taught:

- About hazards, risks and risk control.
- To manage their environment to ensure the health and safety of themselves and others.
- To be aware of the steps they need to take to control risks.

Assessment

Children are assessed at the end of each unit considering the learning objectives taught over the half term. The children are monitored throughout the year to see the progress made. Children in EYFS will also be assessed against the Early Learning Goals. Across the school the children will also self-assess their own or others work throughout the year.

At the start of each academic year pupils will draw a picture of a person so their drawing skills can be assessed using the Goodenough Test.

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