

Audley Infant School



# Art Policy



**Mrs Tyldesley  
2020**

# Audley Infant School



## **ART POLICY**

The rationale for the subject:-

“The significant role accorded to art and design in the school today is fully justified by the opportunities which they offer pupils to be creative and to develop practical skills. Drawing, painting, designing and other activities are of practical use and at the same time a source of pleasure.”

National Curriculum Art Working Group.

## **AIMS FOR ART AT AUDLEY INFANT SCHOOL**

- To support the teaching of art by ensuring good practice in art education.
- To provide all children, regardless of ability, gender or race with the opportunity to express themselves visually in an enjoyable manner. This is especially important in a school such as Audley Infant School with a high proportion of second language learners.
- To enable children to become visually literate – to use and understand art as a form of visual and tactile communication.
- To develop children’s creative and technical skills so that ideas can be realised and artefacts produced.
- To stimulate the children’s capacity for imaginative and original thought and experimentation.
- To develop the children’s capacity to learn about and observe the world in which they live.
- To encourage the children’s ability to articulate and communicate ideas, opinions and feelings about their own work and that of others.
- To develop the children’s ability to value the contribution made by artists and designers and to respond thoughtfully, critically and imaginatively to a variety of ideas, images and objects from a variety of cultures.

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## THE PROGRAMME OF STUDY – CURRICULUM PLAN

Pupils will –

1. Undertake a programme of observational work in which they will record closely what they can see and what they can recall from memory.
2. Undertake a variety of imaginative and expressive activities both indoors and outdoors.
3. Explore and learn the visual elements of art as stated in the National Curriculum document :-

Line, tone, colour, texture, pattern, form and shape.

4. Experience a range of artists and styles.
5. Learn a range of techniques including drawing, painting, printing, sticking, modelling and constructing. The programme will involve work in both two and three dimensions and be in a variety of scales.

### **ORGANISATION**

The art programme has been carefully devised on a skill-building basis in each particular area of experience i.e. drawing, painting, 3D work, collage and textiles. This approach ensures that all the elements required in the National Curriculum document are covered and ensures progression from Foundation Key Stage through to the end of Key Stage 1.

As far as possible the art programme has been linked to topic work in each year group, although there is occasionally a need to undertake work that is outside the topic framework.

### **TEACHING STYLE**

The teaching styles for art will be those deemed appropriate for the task in which whole class and direct instruction methods are combined with group/individual methods. Pupils will be encouraged to explore materials involving first-hand experience whenever possible. All staff will offer guidance, instructions on skills and encouragement.

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## **ORGANISATION OF MATERIALS**

A basic range of materials will be available in each classroom. Staff are able to supplement these materials, when necessary, from central stores.

Resources for AT2 are managed by the co-ordinator and held centrally or in the Staff Shared area.

## **EQUAL OPPORTUNITIES**

The whole school policy on equal opportunities as stated in Education for All will be adhered to in art activities. The art programme is balanced so that pupils will be exposed to artists from both genders and a range of cultures.

## **DIFFERENTIATION**

In Art, differentiation is mainly by outcome, though in cases where pupils have special educational needs there may be a need to differentiate by task. Equally in the case of a gifted child there may be differentiation by task.

## **CROSS-CURRICULAR LINKS**

Obviously work in other subjects encompasses art work at this stage of a child's development.

Valuable skills can be gained in using computer graphics software and cameras. Other subjects which benefit from links with art include RE, Maths, History, Geography, English, Science and Design and Technology.

## **ASSESSMENT**

This will be ongoing by observing the process used by each child. All assessments will be based on the end of Key Stage 1 statements on Rising Stars for Key Stage 1 and EYFS for Nursery and Reception. Evidence of experience with a variety of different materials and media will be kept by the co-ordinator.



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A summative assessment of the child's progress in Art over the year will be provided in their end of year report.

## **ROLE OF ICT**

Throughout school there are a number of programs designed to enhance the provision of art and design.

## **DISPLAY**

At Audley Infant School we aim to create a visual impact with colourful, exciting displays of children's work including wall mounted drawing, paintings, designs and collections of 3D work. It is hoped that these will celebrate the children's artistic achievements and enhance the appearance of the school building.

## **HEALTH AND SAFETY**

Art materials should be stored in a safe and appropriate area of the classroom or in cupboards. All children must be taught how to use materials and tools correctly and safely. If any spillages occur they must be cleared up immediately to prevent any unnecessary hazards. Children are required to wear an art apron when engaged in practical work. All basic art equipment is non-toxic.

## **REVIEW**

Subject leader is responsible for continuous monitoring and evaluation of Art and Design scheme throughout school. Subject leader to revise the scheme in light of evaluation and agree dates with staff for implementation of any changes.

J. Tyldesley 2018

Reviewed Jan 2020