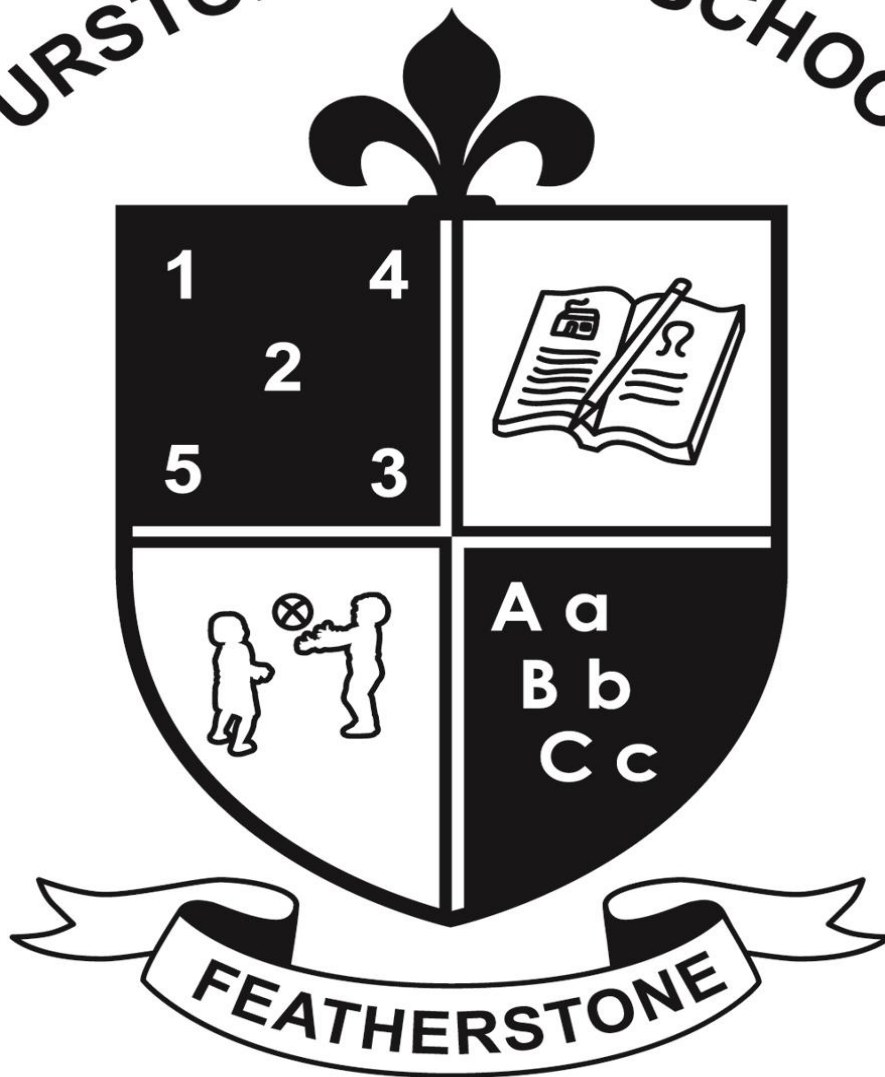


PURSTON INFANT SCHOOL



Art and Design Policy

All children have a natural curiosity about their world from an early age. They want to explore and express their creativity. They will enter school with some or little imagination and at Purston Infants we aim to build on children's creativity and use their imagination to help them explore a range of tactile and sensory experiences. A great deal of emphasis is placed on teaching art and design through first hand and practical experiences to help them explore and create using a range of media.

Aims and objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

The aims of Art and Design are to enable children to:

- Record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- Develop creativity and imagination through a range of complex activities;
- Improve the children's ability to control materials, tools and techniques;
- Increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- Develop increasing confidence in the use of visual and tactile elements and materials;
- Develop the cross-curricular use of art and design in all subjects.

Teaching and learning style

At Purston we use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups;

Art and Design Curriculum Planning

Key Stage 1

At Purston Infant School, we use the National Curriculum, as the basis for our curriculum planning in art and design. We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term.

Our long-term plan maps out the themes covered in each term during the key stage.

Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete short term plan. This lists the specific learning objectives and expected outcomes, and give details of how to teach the lessons and how success will be measured.

We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Foundation Stage

We encourage creative work in the early years, as this is part of the Foundation Stage Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play; Expressive Arts and Design. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

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. We give them the opportunity to work alongside other adults. The activities that they take part in are imaginative and enjoyable.

Other Curriculum Areas

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. We also look at patterns, including repeated patterns that may occur in our artwork.

Spiritual, Moral, Social and Cultural Development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work.

Visits and Visitors

At Purston Infant School great value is placed on outside visits, whether it be in the local environment or further afield. The visits are designed to contain a wealth of stimulating material linked with the topic being covered or a specific curriculum area. Children are encouraged to observe, ask questions and record their visit in a variety of ways. Work in the classroom can be reinforced by the visit or it can be a starting point.

SEND

At Purston we teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.

Assessment and Recording

In Key Stage 1 we assess children's work in science by making informal judgements as we observe them during lessons. On completion of a unit of work, the teacher marks the work and comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum.

In the early years we assess children against the Early Learning Goals, this informs the Early Years Profile.

Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store/drawers.

Monitoring and review

The subject leader:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's work, and to observe lessons of art and design across the school.