



Art and Design Policy

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Art and design is an essential means of creative expression. It can increase self-esteem and provide children with the agency they need to develop and express their unique thoughts, observations, and creations. 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 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 enriches all our lives.

Our aims are to enable children to:

- foster their creative ability.
- help children explore the world at first hand using all their senses and experimentation, which enables them to gain knowledge and understanding of the world in which they live.
- develop confidence, value and enjoyment in art.
- develop an aesthetic awareness and enable them to make judgements about art.
- increase their communication skills by being given opportunity to express their own ideas, feelings, thoughts and experiences.
- develop their design capability.
- improve their ability to control materials, tools and techniques.
- value the contribution made by other artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures.
- learn to work collaboratively.

The school uses a variety of teaching and learning styles in art and design lessons which are embedded within the topic sessions. 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. During these activities, teachers model and demonstrate each element of a process, allowing children to develop their understanding through a step-by-step approach. 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, as working together for a common purpose demonstrates to children that their contribution is important. Children work on a range of projects in two and three dimensions, and at different scales. They have the opportunity to access a wide range of processes, such as drawing, painting, sculpture, printmaking, collage, textile and digital art.

We recognise the fact that we have children of differing abilities 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.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges with different resources.
- Ensuring adaptations are made where necessary to consider children's physical disabilities, sensory needs, and fine motor skills.
- Having more adults support the work of individual children or small groups.

In Badgers class, art is an integral part of the topic work covered during the year. Badgers is part of the Early Years Foundation stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals. The children's learning includes experiences in art, music, dance, and imaginative role-play. The range of experience encourages children to make connections between one area of learning and another, take risks and so extends their understanding. Creativity emerges as the children explore their own ideas and become absorbed in these alongside the adults.

Art throughout the rest of the school is mainly integrated into topic work where the children will experience using colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. We plan the activities 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. An overview of the work covered in KS1, Lower and Upper KS2 can be found in the Curriculum Overview document.

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 all of their senses. Staff encourage and nurture children's independence in art, and children respond individually to what they experience. These unique responses are valued by all.

We assess the children's work in art whilst watching them working and talking to them. Staff record the progress made by children against the learning objective for each activity which informs the planning of future work.