



Thames View Infants

Art Policy

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Rationale

Art is a creative process encompassing expression, observation and imagination. It provides stimulating experiences giving children a sense of enjoyment and fulfilment. All children can achieve in art and it is invaluable in helping build confidence and self esteem. The development of skills and techniques in both two-dimensional and three-dimensional work, are essential to enable children to express their feelings and ideas. Children are encouraged to observe and learn about the world in which they live and are helped to develop an understanding of and concern for their environment.

Purpose

- The art curriculum should provide the opportunity for children to think creatively, expressing ideas and feelings.
- It should give opportunity for experimentation, innovation, enjoyment and fulfilment.
- It should show the role of art, craft and design in other curriculum subjects.
- It should provide the need for a range of processes and techniques in two and three-dimensional work.
- It should provide children opportunities for critical appreciation of their own work, that of other children and of great artists, craft makers and designers.
- It should be give children the chance to understand the importance of art, craft and design in relation to the world in which they live.

Guidelines

1. Art will be taught for a minimum number of hours per week:

- **Key Stage 1:**
Year 1: 60 minutes per week
Year 2: 65 minutes per week

The teaching of Art should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will



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be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. In Key Stage 1 teachers will refer to the School's Scheme of Work, In the Foundation Stage, teachers will refer to the LA's 'Improving the Foundation Stage' and the DfES EYFS Curriculum when mapping the provision for this subject.
3. The Medium Term Plans map out the learning intentions for each unit from the National Curriculum.
4. In Key Stage 1, Art is taught by means of a "Whole Class Interactive" approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on oracy, class participation and effective pupil/teacher demonstration and modelling.
5. Art will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks.
6. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
 - i. engage children in effective pupil demonstration and modelling;
 - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
 - iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - iv. offer children focused feedback.
7. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.
8. Wherever possible, questioning and discussion should be encouraged between pupil and adult, and pupil and pupil.
9. Opportunities for exploration and experimentation should be provided. They should be enjoyable and allow children pleasure and achievement.
10. Appropriate skills will be introduced and children will be encouraged to develop and refine these as they progress through school.
11. Children should work in a range of media and be given time to use and practise skills in both two and three-dimensional work.
12. Children should be encouraged to observe carefully and record their observations. Discussion about the observation is important and enables the adult to draw attention to detail.
13. Children will be encouraged to work independently; make decisions for themselves; and make informed choices about the use of materials and equipment.
14. Good working habits should be taught from the very first and reinforced throughout the school.



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15. Plans provide continuity of classroom practise and make provision for development and progression in all aspects of art; painting, drawing, three dimensional work, textiles and printmaking.
16. Children should be encouraged to be imaginative and expressive in their work. Skills and techniques should be seen as a means to an end and as they are learned they should be practised in work, which gives children a measure of choice and control.
17. Children will be provided with regular opportunities to discuss and evaluate their work. They should be encouraged to respond sensitively and value their own work and that of others.
18. Teacher's response to children's work should encourage and help them to extend their skills.
19. Children should use and see materials, which develop an awareness of other cultures and traditions.
20. Artwork should be displayed with care and should enhance the quality of the school environment. Work should be representative of all children, reflecting a range of ability. See Display Policy.
21. Teachers will integrate ICT wherever appropriate into all lessons:
 - a. Within the various episodes of the Teaching & Guided Practice Segment:
 - as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
 - b. Within the Child Consolidation Segment:
 - enabling children to undertake an ICT-based alterative activity, directly consolidating the learning intention for that lesson;or
 - to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.