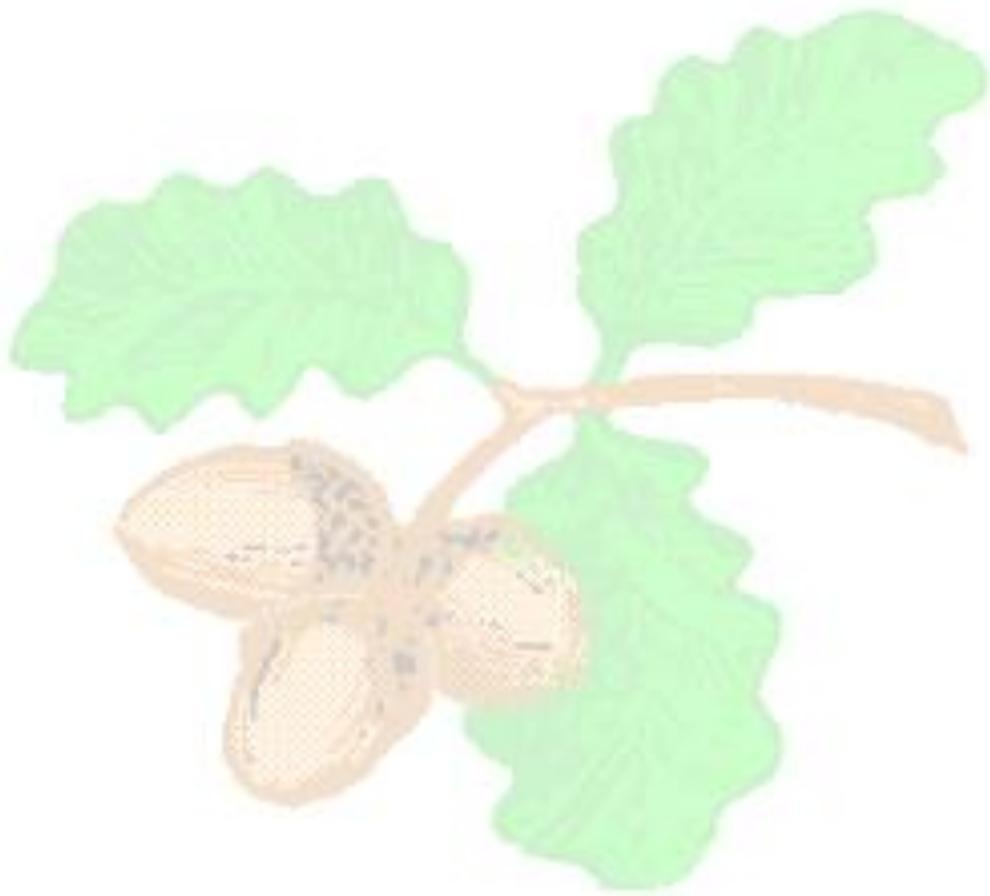


**CHURCHFIELDS INFANTS' SCHOOL,  
NURSERY UNIT  
& LANGUAGE FACILITY**



**ART AND DESIGN POLICY**

**2016**

**Churchfields Infants' School  
Nursery Unit and Language Facility**

**Art and Design Policy**

**Curriculum**

**Early Years Foundation Stage**

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured”

Expressive Arts and Design involves children exploring and using media and materials in original ways, thinking about their uses and purposes. Through the imaginative exploration of a wide range of activities they begin to share their thoughts, ideas and feelings about art, design and technology. In addition they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children recognise that a range of technology is used in places such as home and school. They select and use technology for different purposes.

[EYFS \(revised 2014\)](#)

**Key Stage 1**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

[National Curriculum Art and Design \(revised 2014\)](#)

**Aims**

**Early Years Foundation Stage**

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’
- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs. We aim to provide opportunities that offer stimulating resources relevant to all the children’s cultures and communities, rich learning opportunities through play and playful teaching and ensure there is support for children to take risks and explore.

[Development Matters in the EYFS \(2014\)](#)

## **Key Stage 1**

We will teach the National Curriculum for art and design which aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### **Teaching and Learning in art, design and technology**

- At Churchfields Infants' school children are taught art, design and technology by their class teacher or regular PPA cover teacher whenever possible
- Art, Design and Technology is taught as a discreet subject but also provides strong links to other areas of the curriculum, such as through Philosophy, Literacy and Maths.
- From time to time the Art and Design Co-ordinator will facilitate a Home-school design challenge to promote the art, design and technology process and to develop links between school and home.
- Artist visits provide opportunities for children to experience working with a range of materials and tools allowing them to further develop their artistic skills.

### **Attainment**

#### **Early Years Foundation Stage**

Throughout the EYFS, children will follow the guidance in the Development Matters document, specifically the detail in Expressive Arts and Design in the Learning and Development section of the document. Their progress will be assessed throughout their early years with a final assessment made against the Early Learning Goal.

Children will imaginatively explore a range of media and materials. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children working towards this ELG this will be assessed as 'Emerging', those working within will be 'Expected' and those working beyond will be assessed as 'Exceeding'.

#### **Key Stage 1**

By the end of Key Stage 1 pupils will be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## **Equal Opportunities and Inclusion**

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

## **Special Educational Needs and Disabilities (SEND)**

A wide range of pupils have SEND. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full curriculum. The [Special Educational Needs and Disability Code of Practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability Code of Practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

## **English as an Additional Language (EAL)**

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in Art and Design as in all subjects.

## **Resources**

The Art and Design Co-ordinator is responsible for maintaining an adequate supply of resources. Resources are stored centrally in the art cupboards and each year group area has tools for art. It is the responsibility of all staff to make sure that items of equipment are returned to their correct places in the resource area. Around the school examples of artwork that the children have participated in are displayed to celebrate their achievements.

## **Assessment and Reporting**

We use assessment to inform and develop our teaching. We give feedback verbally to children and observe and record their activity in the Early Years Foundation Stage.

Staff assess children's level of attainment at the end of the key stages and report this to parents in line with the school reporting procedures.

### **Monitoring and Evaluation**

The Art and Design Co-ordinator is responsible for monitoring the implementation of the Policy as deemed appropriate, by: monitoring planning to ensure it reflects the subject content; monitoring lessons and giving feedback to the teacher; discussing standards with the Headteacher and SLT.

