



Linton CE Infant School

Policy for:

Art curriculum

Agreed by: Curriculum & data committee

Date: December 2020

Review Date: December 2021

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Introduction

This policy outlines the teaching, organisation and management of the Art Curriculum taught and learnt at Linton Infants School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Rationale

Linton Infants School believes that art is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences. This will then enhance the ability for a child to express themselves with and without the use of words, therefore allowing the subject of art to be accessible to all.

Aims

The school's aim is to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

EYFS

In Foundation Stage activities are planned to give the children opportunities to:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Expressive art and design- Exploring and using media and materials).
- be imaginative and let the children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art (Expressive art and design- Being imaginative).

KS1

The national curriculum for art and design aims to ensure that all pupils:

- 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

(Taken from the New Primary Art Curriculum 2014)

Organisation

In Art, the skills are taught discreetly through the topics being taught at the time. Many cross curricular links will be made to tie the learning of Art skills to the current topic being taught.

In lessons a variety of approaches will be used to ensure continuity and progression.

Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced work cards/ templates.
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT

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Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Planning

Planning is carried out on 3 levels

- Long term planning of topics covered shown in a curriculum web and mapped out to ensure complete curriculum coverage
- Medium Term planning
- Short Term planning

Planning is the responsibility of individual teachers and should be used to

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.

Assessment and Recording

Assessment will take place at three connected levels: short term (formative) after each lesson, medium term (summative) at the end of each term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans.

Medium term assessments will take place at the end of each term after each topic has been completed.

Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and records and medium term plan assessments. This will be passed on to the pupil's next teacher in line with the schools non-core assessment procedure.

Recording is used to note an individual's progress and to provide guidance for future learning and teaching. The subject will be monitored by the subject co-ordinator as outlined in the 'Monitoring and Evaluation' Policy. This includes work scrutinies, planning scrutinies, professional dialogue with teachers, reporting and evaluating resources. After these events, feedback will be given to both the Senior Leadership Team and the teaching staff.

Resources

General art resources are kept in the Staffroom cupboard. It is the shared responsibility of the staff to ensure these resources are kept in a neat and tidy manner. Resources are also kept in classroom cupboards when specific to a class topic or when funded from a specific year group budget.

Personalisation, Special Educational Needs and Equal Opportunities

Personalising learning means tailoring learning and teaching to learners needs. This is achieved by knowing learners well and building on prior learning so that all learners can participate, progress and achieve.

Personalised learning and teaching includes:

- Actively involve learners
- Ensuring a variety of contexts for learning which are meaningful for learners
- Involving learners in planning and being responsive to their needs and interests
- Experiences where learners benefit from assessment which is integral to and informs on their learning
- Learners contributing to planning next steps

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Every child's response is unique and activities in Art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs and ensure they achieve their aims to the best of their ability.

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the Art curriculum.

Linton Infants cultivates an ethos that recognises and nurtures the unique contributions that can be made by each individual child and member of staff. Our children are from a variety of religious and cultural backgrounds and are encouraged to develop positive and tolerant views of one another and those outside the school community.

We provide learning opportunities that are matched to the needs of children who have English as an additional language (EAL) through the use of talk partners. Where appropriate lessons are supported by visual cues and word banks and investigative work is interactive.

We provide learning opportunities that are matched to the needs of children who are on the Gifted and Talented register through setting challenging tasks.

Review Procedures

The school's art policy will be initially reviewed after 2 years, and afterwards when:

- A new coordinator is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety for example.