



PALFREY INFANT SCHOOL ART POLICY



As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse : Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy Article 24

Rationale

See Palfrey Infant Curriculum Design Philosophy Statement.

CURRICULUM LEAD TEACHER: L FOSTER

Rationale

To develop in pupils creativity and imagination through visual, tactile, kinaesthetic and sensory experiences. To provide opportunities for children to explore, develop and evaluate ideas and artistic skills in order to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. To develop their knowledge and interest in art and to draw inspiration from known artists.

Aims

To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work in order to;

- 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

Guidelines

- **Long term planning for art** will be linked to the science, geography or history topics, identified on the Year 1 & 2 Curriculum Map. Amendments to the Long Term plan to be updated on the main overview in Curriculum Live folder on school intranet.

ART Policy: updated April '22

- **Medium term planning will take place every half term**, and will be constructed using the appropriate development of knowledge, skills and techniques for art in key stage 1. Planning to be put in Curriculum Live each term & a 'hard copy' put in Curriculum overview folder.
- **Differentiation of activities** will be made in the weekly/daily planning as appropriate to the pupils being taught based upon their prior knowledge, understanding, skills and imagination.
- Art activities should ideally include the **investigation and development of ideas and skills** before a piece of art is produced. The process of creating a piece of art work should also include time for evaluating and developing their work.
- The **assessment of knowledge and skills** will be ongoing as part of the teaching process. Children will carry out a free drawing activity each term to demonstrate their progression in drawing skills. A pupil voice discussion is used to gain an insight into how the children can discuss their own opinion of their progress in drawing, painting and sculpture and the processes of making art.
- Pupils will be taught to use and experiment with a wide **range of appropriate medium**, which will include the use of ICT.
- Equal opportunities in art will be given to all pupils. (See equal opportunities policy).
- Resources needed to meet the learning objectives can all be found either in the classrooms or art store room.
- The role of the Art Subject Leader is to:
 - be responsible for the development of art in school.
 - monitor the effectiveness of art in school.
 - Develop and monitor an action plan for art development
 - support teachers in their planning and strategies for classroom management.
 - disseminate new information to staff, Governors and parents.
 - provide or organise staff training (CPD).
 - be responsible for providing appropriate art resources
 - liaise with the Palfrey Junior School regarding continuity.

ART Policy: updated April '22

Relevant documents

EYFS curriculum document

KS1 National Curriculum September 2014

Assessment Policy & Procedures

Inclusion/ SEN Policy

Key Stage 1 Art Learning Objectives taken from Rising Stars

Developing/ Applying Ideas

He/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

Drawing

With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines

With coloured pencil, he/she can keep within the lines of a drawing when adding colour.

With wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines.

With pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.

With pastel/charcoal, he/she can blend and smudge.

He/she can use charcoal pieces to create: different lines, large sweeping movements.

He/she can use different types of pen to make different types of line.

He/she can use ball-point & felt tip pens to make fine marks.

Painting

He/she can hold a brush correctly and use different types and sizes of brush.

He/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.

He/she can mix colours and describe how to make them.

He/she can control paint and water to mix paint of different thicknesses.

He/she can load a brush with the correct amount of paint and choose the correct brush size.

he/she can use different brush types to make different marks: lines, blobs, dots, dashes.

Independent Artist

He/she can begin to recall all the equipment needed for an art session.

He/she can help prepare and clear away his/her paint area.

ART Policy: updated April '22

Sculpture

He/she can make a model using natural and manmade materials to show a simple idea or using his/her imagination

He/she can explain how they are making his/her sculpture.

Art in Context/History

He/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.

He/she can describe how his/her own work is similar and/or different to the work of well-known artists and designers.