

Stanford Infant School Art and Design Policy



February 2011

Subject Manager: Sarah Goodson

Introduction

Stanford Infant School is committed to the provision of a high quality, wide ranging creative curriculum. We believe that all children's learning is enhanced by a stimulating learning environment and that the attitudes and skills developed benefit every area of the curriculum. The inclusive ethos of the school ensures that all children, whatever their culture, ability or gender are able to access the creative curriculum.

Art and Design is very important in contributing to the development of the child's perception of themselves and the world around them. At Stanford Infant School, Art and Design encourages the children to view the world with awe and wonder, appreciating art work through access to a wide range of available materials. The planning and experiences suggested for Art and Design ensures consideration has been given to pupil's aesthetic development and their artistic expressions and creativity.

Our Aims and Objectives

- To stimulate the children's creativity by using their observational skills from first hand experiences
- To enable children to understand and have awareness of a variety of cultures, styles and changes to artwork through periods of time
- To promote children's enjoyment of art through looking at, questioning and describing art works
- To encourage children to express their ideas, thoughts and feelings through sensory experience in a variety of two and three dimensional media
- To extend the children's abilities and develop the appropriate skills and techniques needed to further their creativity
- To enable children to think creatively and reflectively when evaluating their own art work

Approaches to teaching and learning

At Stanford Infant School we aim to give children practical, 'hands on' experiences. As class teachers it is essential to use a variety of teaching strategies in order to meet the learning objectives with the greatest success. We strongly believe that the children should be given the opportunity to learn through:

- Discussion and debate;
- Drama/role play;
- Practical investigation;
- Fieldwork/visits;
- Asking questions;
- Collecting and analysing data;
- Using secondary sources to stimulate artistic enquiry and to answer posed questions;
- Presenting their learning in a variety of ways - orally, visually and in various written form;
- Working within a creative curriculum that links to other subjects in the curriculum;
- Using ICT to further their knowledge and understanding of a particular topic.

Differentiation

We recognise the fact that there are children of widely different artistic abilities in all classes and we aim to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;
- Using teaching assistants to support the work of individual children or groups of children.

Equal Opportunities

All children's efforts and achievements are praised. We wish to encourage full and active participation by all children irrespective of ability. Through teaching we will promote mutual respect and tolerance for all cultures; we reject discrimination.

Planning

As Reception forms part of the Foundation Stage we relate the children's creative learning to the Early Learning Goals set out in the Curriculum Guidance. Medium term plans for Key Stage One are kept in the green subject manager's folder. All planning can be accessed via the school intranet and inside each year group's planning folders. Class teacher's short term planning expands upon the medium term learning objectives.

Evaluation, Assessment and Record Keeping

Assessment is an integral part of teaching. A variety of assessment techniques are used by teachers in the classroom. These include mind-mapping at the beginning, middle and end of a topic, teacher observation, discussion with the children and the use of the school's marking policy to comment upon completed recorded work. Examples of levelled work are collated in subject's portfolio. This aims to show clear progression throughout the key stage.

Resources

Stanford Infant school has a range of resources to support the teaching of Art and Design across the school. Classrooms have a range of basic resources, with additional resources being kept centrally in the Resource area for adults to access.

All out of school activities will comply with the guidelines in the school's Health and Safety policy and a full risk assessment will have been undertaken prior to any out-of-school visit.

Role of the Subject Manager

The role of the subject manager is largely to ensure their curriculum area is being delivered in a way that meets the learning objectives and hopefully inspires and motivates the children. The subject manager aims to continually improve the provision within the school. This is done by:

- Creating suitable medium term plans for each programme of study;
- Monitoring the teaching and learning of the subject;
- Offering advice and support to colleagues, if requested;
- Keeping up to date with any new subject developments;
- Replenishing and maintaining teaching resources;
- Liaising with the Governors, where appropriate.

Agreed by Staff on: February 2011

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