



## Art and Design Policy

Agreed January 2021

To Be Reviewed January 2024

## **Art Policy**

### **Vision**

At Castle Hill Infant School, we recognise and value the imagination of our children. We aim for art to be taught so that pupils use and develop their creativity to express and deepen their understanding of the world around them.

Through an integrated curriculum, we aim to provide Art and Design experiences which build skills and develop children's thinking and questioning abilities, enabling them to gain knowledge and understanding of their surrounding environment and prepare them for the future.

### **Curriculum Organisation and Teaching Methods**

Progression of skills, deeper subject knowledge and awareness of contemporary and historical art and design influences are planned and delivered within the current National Curriculum for Art framework.

Long term plans detail a rich curriculum ensuring increasingly challenging activities across the year groups with a focus on developing artistic skills at every stage from observation, imagination and memory.

Medium term plans for each year group outline the specific skills focus for each half term and uses topic themes as inspiration. Learning intentions are precise, show progression and relate directly to the assessment focus and method. Activities are designed to motivate, excite and challenge children and are supported by references to artists and resources needed.

### **Cross-Curricular Connections**

Creativity supports children's learning in all other curriculum areas especially in English, Maths and Science. Teachers plan weekly to ensure a variety of learning styles are used. Experimental approaches, imagination, curiosity, risk taking and reflection are promoted and encouraged. Topic based work draws on specific skills taught in Art, challenging children and extending their visual vocabulary.

### **Assessment and record keeping**

- Formative assessment is used in Medium term plans which include half termly assessments against learning intentions and a grid to record classroom observations.
- Reflection and self evaluation are part of each lesson as children share and comment on each their work and talk about how they can improve it during a "Mini Gallery" – usually at the end but not necessarily.
- Partner/peer and teacher assessment also used.
- Summative Assessment sums up progress at the end of a period of time eg. at the end of each half term and covers a broad range of criteria. National curriculum levels can be used as "I can" statements to help children identify their progress and next steps.

### **Linked Policies:**

- SEN Policy
- Able Child Policy
- Single Equality Policy
- Curriculum Policy