

Art Policy



Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of art and design. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Acorns Primary is a GLD school. The children that attend have a variety of learning difficulties.

At Acorns we value art and design because:

Art and Design contributes to the development of the whole child emotionally, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

The Intent:

- To give pupils the opportunity to develop specific skills, knowledge and understanding
- To allow pupils to experience experiment with and use colour, form shape, space, texture and pattern.
- To respond to and communicate what pupils see, feel and think, on their own or working with others
- To improve the children's ability to control materials, tools and techniques
- To develop creativity and imagination through a range of complex activities
- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- To value and assess pupils own and others' achievements
- To develop increasing confidence in the use of visual and tactile elements and materials
- To have opportunities to learn about art from different times and cultures.
- To promote an active involvement in art, craft and design.
- To have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- To foster an enjoyment and appreciation of the visual arts, artists, craftspeople and designers

We regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

These aims are consistent with our school philosophy and take account of LEA curriculum policy and the primary curriculum statutory guidance.

The National Curriculum

The National Curriculum prescribes that at **Key Stage 1** pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- 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.

The National Curriculum prescribes that at **Key Stage 2** pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- About great artists, architects and designers in history.

Programmes of study

(Early Years KS1& 2)

Each programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way, covering the elements of: Drawing, Painting, 3D

work, Sculpture, Textiles/Collage, Printmaking, Design, Multimedia and wherever relevant Sketchbooks.

Method of delivery –The implementation:

Early Years

Art activities will be encompassed in topic related work and through sensory work, expressive arts and design including exploring textures. Activities are planned relating to EYFS and ensure a range of activities to allow children to explore their artistic creativity with support if needed.

KS1 & KS2

Art experience and activities are delivered through sensory work and discrete lessons. Activities are planned to encompass the skills as identified by the national curriculum. Class teachers plan work which contains the content, differentiated learning activities and learning outcomes and resources and from which the specific focus for each lesson is taken.

Planning & Class Organisation

Class teachers are responsible for the planning and delivery of art and design (See class teachers planning).

The subject, if appropriate, is also reinforced via cross curricular means. The Subject leader will consult and offer guidance to all staff through discussion, resources and planning.

Learning environment

Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles.

Resources:

Art resources are found in the art store. Some individual resources are stored in classrooms. The art co-ordinator keeps records of ordered resources in the subject co-ordinator file.

Information and Communication Technology

Each class has a PC with Microsoft Paint and Tux paint art software, designed to help the development of skills. Relevant art based apps have been downloaded on to the iPads.

Equal Opportunities

Multi cultural and gender aspects of art are addressed wherever it is relevant. There is regular monitoring of the language used within the classroom as well as the equipment used to teach art.

Role of Art Leader

- To have a good knowledge and understanding of their subject and to keep up to date with any initiatives and developments
- Support colleagues in their development of planning, assessment and recording of activities
- To lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout school
- To offer advice and support to class teachers in the purchase of resources
- Monitor progression of subject throughout school, including moderation

Assessment, recording and reporting – The impact:

- Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. This should take the form of positive reinforcement and helpful direction.
- Whenever possible (depend upon relevance to and ability of the child) children will be encouraged to self-evaluate their work – focusing on achievement, improvement and development. This will be through verbal feedback or recorded in sketch books.
- At Key Stage 2, where appropriate to the individual pupil, sketchbooks are used to record progression.
- Photographic records and some work may be kept until the end of the year.
- Art subject range and pupils experience is included in end of year reports.

- Evidence for Learning is used as an assessment tool, which tracks children's learning and experience to compile a learning journey. These documents show progress throughout the academic year. Pieces of work are annotated and linked to art and designs and aims and children's individual education targets where applicable and relevant. Work is tagged in EFL to allow the subject leader and SLT to have an overview of subject range and pupil's learning, experience and ability.

Monitoring and Evaluating Art

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process which is the responsibility of all staff but is seen as a major facet of sound management of the school and thus it is directed from a senior leadership level to middle leaders. Opportunities are made available to subject leaders to allow them to work alongside colleagues in other classes within the school in order to monitor the balance and coverage of the art strategy and to evaluate the standards of teaching and learning within the school. This in turn affects future planning and delivery of the subject.

December 2019

Appendix A- Curriculum Mapping

Early Years – Seedlings class

In the EYFS, art and design is predominantly taught through the learning areas expressive arts and design and physical development. The children will have the opportunities to explore textures, colour and tone. Through mixed media, materials, using their hands and tool and making marks. Activities will be based around topic and children's interests which forms the basis for learning. Art work will be used for inspiration and children will be encouraged to work with a range of media. Activities will include adult lead activities and task focusing on skills and mark making; activities through the provision encouraging investigating and exploring and opportunities for the children to independently explore art through creative stations/areas.

Sensory and Profound and multiple learning difficulties (PMLD) – Woodlands class

These pupils follow a sensory based curriculum and a topic based themes. The fundamental skills remain the same for this pupils and are covered through the aims of the art and design curriculum for KS1 and whenever possible KS2. These children work at an experimental and exploratory level. These pupils are still learning about and making sense of the world around them. Art for these pupils is giving the children the resources and opportunities to explore through supported tasks.

At Acorns the subject has been adapted to meet the needs of the pupils. Pupils will work on their skills which will enable them to develop their knowledge. Fundamental skills will be repeated throughout key stages to consolidate these and reinforce their learning.

Art and Design

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Fundamental skills: these are the skills that underpin the learning and experience in art (as set out in the aims above). These foundations will be built upon each academic year and include the following:

- Colours – attending to, naming, matching, exploring, becoming aware of colours
- Mark making – placing mark making tool on surface, exploring strokes lines, circular movements, enclosing spaces
- Tools – applying different media e.g. paint, oil pastels; using tools to create texture, mark, shape, mould and manipulate

Plus for formal learners: Observational drawings

Sensory learners – for these children learning and understanding is predominately through experience. These children are at the early stages of learning. They are still learning through handling; attending to; experimenting and exploring. Fundamental skill include touch, mark making and looking at colours and pattern.

Formal learners – for these children they will develop their fundamental skills and extend their mark making and drawing skills. They will be encouraged to have their own ideas, explore independently and experiment with the resources provided. They will be able to develop their creativity through activities.

ART

Terms	Autumn	Spring	Summer
Year 1 Cedar	Lines and shape	Leaves – the wonder of nature	Birds – the bold and the beautiful
Ideas for lessons and activities to ensure range and coverage of aims of art and design and fundamental skills.	<p>Focus: Mark making: Using different media making a variety of patterned lines, wavy, straight, zig-zag, thick, thin, narrow, and wide (exploring and investigating mark making)</p> <p>Patterns: Colour, line, Painting / colouring in lines and making patterns. Look at patterns talk about them – start with black and white imagery before moving onto colour</p> <p>Colour: naming, primary colours.</p>	<p>Focus: Collage work: Sorting according to specific qualities, e.g. warm, cold, shiny or smooth. Engaging in more complex activities, e.g. cutting a variety of materials.</p> <p>Paintings: Experimenting with and enjoying colour, e.g. mixing powder paint and primary colours. Colour, shape texture: Leaves – colour, collecting, collage, drawing and using wax to make was resistant coloured leaves</p> <p>Using leaves and natural materials to create pictures – small scale, large scale and collaboratively. Art pieces created in outdoor learning areas in the style of Andy Goldsworthy.</p>	<p>Focus: Drawing/ collage/ model work: Using feathers, drawing feathers, painting with. Using paper to create feathers. Dough exploration / Sculpture: Using modelling clay and dough. Cutting, rolling and coiling materials. Adding texture to models using tools. Making shapes from rolled up paper, straws, paper and card. Printing: Extending repeating patterns, e.g. overlapping, using two contrasting colours. Exploring and recreating patterns and textures with an extended range of materials, e.g. sponges, leaves or fruit. Using plasticine to create individual prints and designs.</p>
Artists	Bridget Riley / Piet Mondrian	Andy Goldsworthy	Anthony Gormley
Formal learners – extension of work	Creating their own independent piece in the style of the artist.	Drawing leaves, experimenting with colours	Creating bird models and feather observational drawings

ART

Terms	Autumn	Spring	Summer
Year 2/3 Elm	Drawing like a cave man	Drawing with scissors: a colour study	Houses from around the world
Ideas for lessons and activities to ensure range and coverage of aims of art and design and fundamental skills.	<p>Focus: drawing, painting and colouring Linking to: cave drawings Introducing different types of brushes for specific purposes. Exploring tone using different grades of pencil, pastel and chalk. Painting: Exploring the effect on paint of adding water, glue, sand and sawdust. Developing cutting skills through collage activities. Sculpture: Using clay/playdough to make rocks and</p> <p>Mark making/exploration: Applying media to different textures – working on marks and printing with hands etc. Using paint spatter techniques. Using sticks and natural materials to mark with or print with.</p>	<p>Focus: colour studies linked to flowers and plants. Mono printing with oil pastels and carbon paper. Using colour and marks to express mood. Experimenting with water colours, colour washes, ready mix paint etc. Representing things observed, remembered or imagined, using colour and tools.</p> <p>Study the colour wheel.</p> <p>Using scissors. Creating colourful pieces in the style of Henri Matisse.</p> <p>Colour plants and flowers – painting, collage, drawing.</p>	<p>Focus: Exploration of colour, colour mixing and mark making Exploring images through monoprinting on a variety of papers. Exploring images and recreating textures using wallpaper, string, polystyrene etc. Working on small and large scale. Exploring and feeling different textures, linking to building materials. Mosaic work.</p> <p>Sculpture: 3D buildings Using dough/clay to make tiles. Clay pot making. Using tools to add shape and texture to clay work.</p>
Artists	Looking at cave drawings and art work.	Henri Matisse / Georgia O'Keeffe	David Hockney / L.S Lowrey / Gaudi
Formal learners	Creating their own cave art pieces – drawing or hand prints etc.	Observational drawings of flowers/plants	Designing and making their own 3D sculpture / mosaic pattern

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Fundamental skills: these are the skills that underpin the learning and experience in art (as set out in the aims above).

These foundations will be built upon each academic year and include the following:

- Colours – attending to, naming, matching, exploring, becoming aware of colours
- Mark making – placing mark making tool on surface, exploring strokes lines, circular movements, enclosing spaces
- Tools – applying different media e.g. paint, oil pastels; using tools to create texture, mark, shape, mould and manipulate

Plus for formal learners: Observational drawings

Sensory learners – for these children learning and understanding is predominately through experience. These children are at the early stages of learning. They are still learning through handling; attending to; experimenting and exploring. Fundamental skill include touch, mark making and looking at colours and pattern.

Formal learners – for these children they will develop their fundamental skills and extend their mark making and drawing skills. They will be encouraged to have their own ideas, explore independently and experiment with the resources provided. They will be able to develop their creativity through activities.

ART

Topics and activities and ideas are outlined below. Teachers can plan lessons accordingly to their needs of their children. Some classes will be able to cover the full range of activities, others will cover the skills and give children the experiences. A selection of artists are suggested for study, however one or all can be studied depending upon the nature of the class.

Terms	Autumn	Spring	Summer
Year 2/ 3 Willow	Dragons and birds in eggs – hidden and revealed	Spirals	seascapes/landscapes
	<p>Focus: Drawing: Exploring tone using different grades of pencil, pastel and chalk. Using wax resistance and coloured inks.</p> <p>Collage work: texture exploration: Experiencing different adhesives and deciding on the most effective choice for a given task.</p> <p>Developing skills of overlapping and overlaying.</p> <p>Sculpture: creating nests and eggs through using different materials including natural materials and paper mache.</p>	<p>Printing Exploring colour mixing through printing, using two colours and a variety of materials. Using printing to represent the natural environment</p> <p>Focus: Colour Artist: Art Wassily Kandinsky: Painting to music, exploring shape, using paint effects and layering techniques to recreate his concentric circles.</p> <p>Experimenting with 3d shapes. Collage work: Embellishing, using a variety of techniques, including drawing, painting and printing.</p> <p>Paintings Introducing primary and secondary</p>	<p>Focus: Drawings Experimenting with line, tone and shade. Using a range of materials to produce line, tone and shade. Using simple ways of introducing perspective. Collage – using bright bold colours and a variety of paper and card. Exploring layering of paper.</p> <p>Study waves and link to movements – making large and small scale marks.</p>

ART

	Awe and wonder – what’s inside? Using hidden objects/ opening containers.	colours with the addition of black and white and other hues. Creating different effects by using a variety of tools and techniques such as dots, scratches and splashes. Printing Recreating images through relief printing using card. Sculpture – spirals using paper or card to create 3D pieces.	
Formal learners	Drawing an egg. Drawing what will be found in the egg.	Creating art work in style of Kandinsky	Drawing waves or a sea scape
Artist		Wassily Kandinsky	Hokusai / Chas Jacobs

Year 4 Ash	Artist inspirations – illustrators	African patterns - crafts people	Thoughtful mark making
	Artist inspirations – illustrators: bringing stories/poems to life Focus: Drawings (e.g. pencil, chalk, pastel, charcoal) Drawing familiar things from different viewpoints. Using line, tone and shade to represent	Focus: observational drawings and representations. Looking at repeated patterns in cloth and fabric. Working with wax – batik based activities.	Painting – exploring brushes and brush techniques Drawings: observational drawings – landscapes. Collage – experimenting with paper. Using different textures, shiny, dull paper etc. to recreate a piece in the style of Klimt.

ART

	things seen, remembered or imagined, e.g. 3D effect Sculpture: Creating 3D versions/imagery from illustrators drawings or descriptions ie characters from Roald Dahl	3D work – creating jewellery– working with beads, making paper beads; using natural materials to create necklaces/bracelets.	
Artists	Michael Foreman Axel Scheffler, Beatrix Potter, Eric Carle, Nick Sharratt, Quentin Blake, Rod Campbell, Eric Carle	Native crafts and drawings from Africa	Klimt

Year 5 Pine	Patterns and design – crafts Macintosh – pattern, crafts, printing Focus: colour, pattern and texture. Using plants and flowers as starting points. Drawing: observational drawings Looking at stained glass. Working on repeated shapes and patterns. Experimenting with block colours.	Flowers / landscapes Focus: observational drawing Artist: Vincent Van Gogh Using sketchbook to collect, record & evaluate work. Improve mastery of techniques of drawing and painting. Looking at the work on Vincent Van Gogh learning of his journey and compare his earlier works with his more modern pieces Drawings: Experimenting with line, tone and shade.	Animals Animals in the jungle Focus: observational drawings. Using colour for purpose and representations. Collage- working on layering techniques to give depth and intrigue to pieces. Study of Henri Rousseau
----------------	--	---	---

ART

	Painting on to ceramic tiles or acrylic boards.	Using a range of materials to produce line, tone and shade. Using simple ways of introducing perspective. Explore dark and warm colours to achieve different effects.	Sculpture work – using natural and metal materials to create 3D animal sculptures.
Artists	Charles Rene Macintosh / William Morris	Vincent Van Gogh	Henri Rousseau

Year 6	Making magic spells	Landscapes / cityscapes	Bright Art
	Focus: exploring texture tone and colour Collecting natural materials to create spells. Observational drawings and paintings – using crayons, pencils, charcoal. 3D work – creating sculptures and representations of objects with material and fabric.	Focus: Drawing and Architecture. Drawings: Selecting appropriate media and techniques to achieve a specific outcome. Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc. Study of Stuart architecture: Paintings and drawings of Stuart houses Exploring colour tone and expression through images relating to the Great Fire of London 3D work: modelling houses and buildings Sketchbook work	Drawings Selecting appropriate media and techniques to achieve a specific outcome. Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc. Colour and repeated imaginary. Taking photographs of people and objects. Colouring using IT programme and painting. Repeated printing patterns using foam.
		Monet	Andy whorl / Romero Britto

