

# Art Policy



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## 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.

### **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.

### Aims:

- 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 five elements of: Drawing, Painting, 3D Sculpture work, Textiles/Collage.

## **Method of delivery**

### **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 Coordinator**

- 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**

- Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.
- 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 is included in end of year reports.
- B squared is used as assessment tool, which tracks and shows progress throughout the academic year. Assessments are complete three times throughout the year.

**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 management level. Opportunities are made available to subject co-ordinators 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 2016**

## Appendix A- Curriculum Mapping

### 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.

	Autumn	Spring	Summer
Saplings	<p>Drawings: 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>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. Paintings: Experimenting with and enjoying colour, e.g. mixing powder paint and primary colours. Creating patterns using different tools and colours.</p>	<p>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.</p>

Cedar	<p>Drawings: Exploring tone using different grades of pencil, pastel and chalk.</p> <p>Collage work: Experiencing different adhesives and deciding on the most effective choice for a given task. Developing skills of overlapping and overlaying.</p>	<p>Focus on: crafts people</p> <p>Printing: Paintings: 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>Focus: Henri Matisse</p> <p>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.</p> <p>Sculpture: Clay pot making. Using tools to add shape and texture to clay work.</p>



## 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.

	Autumn	Spring	Summer
Elm	<p>Focus: nature Artist: Andy Goldsworthy</p> <p>Drawings Using line and tone to represent things seen, remembered or observed. Exploring shading and using different media.</p> <p>Collage work Developing awareness of contrasts in texture and colour.</p>	<p>Focus: drawing, painting and colouring Linking to: cave drawings Introducing different types of brushes for specific purposes. Exploring the effect on paint of adding water, glue, sand and sawdust. Developing cutting skills through collage activities.</p> <p>Sculpture Using clay/playdough (making cave drawings) Painting with rocks, making rocks, painting Paintings Using the technique of adding materials to create texture, feeling, expression or movement.</p>	<p>Printing Exploring colour mixing through printing, using two colours and a variety of materials. Using printing to represent the natural environment</p>
Willow	<p>Focus: natural materials – art in nature</p>	<p>Focus: Colour Artist: Art Wassily</p>	<p>Sculpture Exploring paper</p>

	<p>Artist: Andy Goldsworthy</p> <p>Drawings (e.g. pencil, chalk, pastel, charcoal) Drawing familiar things from different viewpoints. Using line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect.</p>	<p>Kandinsky: Painting to music, exploring shape, using paint effects and layering techniques to recreate his concentric circles. Experimenting with 3d shapes. Collage work: Embellishing, using a variety of techniques, including drawing, painting and printing. Paintings Introducing primary and secondary 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.</p>	<p>techniques such as pop-up books and origami. Adding paper curlings or other objects to a surface.</p>
Ash	<p>Focus: illustrators Main artist: Michael Foreman Axel Scheffler, Beatrix Potter, Eric Carle, Nick Sharratt, Quentin Blake, Rod Campbell Drawings (e.g. pencil, chalk, pastel, charcoal)  Drawing familiar things from different viewpoints.</p>	<p>Main artist: Julia Donaldson Using materials and exploring texture.  Working on observational drawings and presenting cartoons.</p>	<p>Sculpture Exploring paper techniques such as pop-up books and origami. Adding paper curlings or other objects to a surface.</p>

	Using line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect.		
Pine	<p>Drawings</p> <p>Experimenting with line, tone and shade.</p> <p>Using a range of materials to produce line, tone and shade.</p> <p>Using simple ways of introducing perspective.</p>	<p>Focus: observational drawing</p> <p>Artist: Vincent Van Gogh</p> <p>Using sketchbook to collect, record &amp; evaluate work. Improve mastery of techniques of drawing and painting.</p> <p>Looking at the work on Vincent Van Gogh learning of his journey and compare his earlier works with his more modern pieces</p> <p>Drawings:</p> <p>Experimenting with line, tone and shade.</p> <p>Using a range of materials to produce line, tone and shade. Using simple ways of introducing perspective.</p>	<p>Focus: Colour and form</p> <p>Artist: Kandinsky</p> <p>Focus:</p> <p>seascapes/landscapes</p> <p>Artist: Chas Jacobs</p> <p>Drawings</p> <p>Experimenting with line, tone and shade.</p> <p>Using a range of materials to produce line, tone and shade. Using simple ways of introducing perspective.</p>
Oak	<p>Drawings</p> <p>Selecting appropriate media and techniques to achieve a specific outcome.</p> <p>Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.</p>	<p>Focus: Drawing and Architecture.</p> <p>Drawings:</p> <p>Selecting appropriate media and techniques to achieve a specific outcome.</p> <p>Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.</p> <p>Study of Stuart</p>	<p>Drawings</p> <p>Selecting appropriate media and techniques to achieve a specific outcome.</p> <p>Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.</p>

		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	
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