



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 disabilities, including PMLD, SLD, MLD, ASD.

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, 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.

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- 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 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

Teaching and learning at Acorns follows three pathways the sensory based, the semi-formal and the formal. Children are assessed and educated following the pathway that best meets their needs and learning. Art is taught either discreetly or through a topic-based focus. Skills; experiences; range of activities and outcomes are planned to follow the national curriculum descriptors.

For the semi-formal pathway, lessons and activities are planned within the area of 'My Creativity'.

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 following the planning matrix.

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.

Immersive weeks /whole school topic weeks such as world awareness compliment and support the teaching or art and design. Where artists can be studied and art based activities and crafts are planned as part of a mini-topic focus.

Learning environment

Activities are organised at the teacher's discretion. Activities are designed to be inspiring and also promote challenge. High quality experiences with a range of resources will be provided.

Resources:

Art resources are found in the art store. Some individual resources are stored in classrooms. The art subject leader orders and monitors resources.

Equal Opportunities

Multi cultural and gender aspects of art are addressed wherever it is relevant. Artists and craft peoples from different cultures and backgrounds are studied.

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 (pupils following the formal curriculum), sketchbooks are used to record progression.
- Photographic records and some work may be kept.
- 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, 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.

October 2022

Appendix A- Curriculum Mapping

Early Years – Seedlings class

In the EYFS, art and design are 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 these 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

Semi-formal learner – 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.

<p>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.</p>			
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

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.

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.

Formal Learners Scheme of work

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>Awe and wonder – what’s inside? Using hidden objects/ opening containers.</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. Experimenting with 3d shapes.</p> <p>Collage work: Embellishing, using a variety of techniques, including drawing, painting and printing.</p> <p>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.</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>

		<p>Printing Recreating images through relief printing using card. Sculpture – spirals using paper or card to create 3D pieces.</p>	
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
	<p>Artist inspirations – illustrators: bringing stories/poems to life</p> <p>Focus: Drawings (e.g. pencil, chalk, pastel, charcoal)</p> <p>Drawing familiar things from different viewpoints.</p> <p>Using line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect</p> <p>Sculpture: Creating 3D versions/imagery from illustrators drawings or descriptions ie characters from Roald Dahl</p>	<p>Focus: observational drawings and representations.</p> <p>Looking at repeated patterns in cloth and fabric.</p> <p>Working with wax – batik based activities.</p> <p>3D work – creating jewellery– working with beads, making paper beads; using natural materials to create necklaces/bracelets.</p>	<p>Painting – exploring brushes and brush techniques</p> <p>Drawings: observational drawings – landscapes.</p> <p>Collage – experimenting with paper. Using different textures, shiny, dull paper etc. to recreate a piece in the style of Klimt.</p>
Artists	<p>Michael Foreman Axel Scheffler, Beatrix Potter, Eric Carle, Nick Sharratt, Quentin Blake, Rod Campbell, Eric Carle</p>	Native crafts and drawings from Africa	Klimt

Year 5 Pine	Patterns and design – crafts	Flowers / landscapes	Animals
	<p>Macintosh – pattern, crafts, printing Focus: colour, pattern and texture.</p> <p>Using plants and flowers as starting points.</p> <p>Drawing: observational drawings Looking at stained glass. Working on repeated shapes and patterns. Experimenting with block colours.</p> <p>Painting on to ceramic tiles or acrylic boards.</p>	<p>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. Using a range of materials to produce line, tone and shade. Using simple ways of introducing perspective.</p> <p>Explore dark and warm colours to achieve different effects.</p>	<p>Animals in the jungle Focus: observational drawings. Using colour for purpose and representations.</p> <p>Collage- working on layering techniques to give depth and intrigue to pieces.</p> <p>Study of Henri Rousseau</p> <p>Sculpture work – using natural and metal materials to create 3D animal sculptures.</p>
Artists	Charles Rene Macintosh / William Morris	Vincent Van Gogh	Henri Rousseau

Year 6	Making magic spells	Landscapes / cityscapes	Bright Art
	<p>Focus: exploring texture tone and colour</p> <p>Collecting natural materials to create spells.</p> <p>Observational drawings and paintings – using crayons, pencils, charcoal.</p> <p>3D work – creating sculptures and representations of objects with material and fabric.</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 architecture: Paintings and drawings of Stuart houses</p> <p>Exploring colour tone and expression through images relating to the Great Fire of London</p> <p>3D work: modelling houses and buildings</p> <p>Sketchbook work</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>Colour and repeated imaginary.</p> <p>Taking photographs of people and objects. Colouring using IT programme and painting.</p> <p>Repeated printing patterns using foam.</p>
		Monet	Andy whorl / Romero Britto

Semi formal Scheme of Work

Art and Design will relate to the topics and will form the basis for the main themes of the artwork. Skills to be covered as outlined in the national curriculum through the topics. Artists are included for classes to cover and study throughout the year, but not included for every topic. Within these topics elements of art and design will be studied through planned activities, working in both 3D and 2D.

EYFS/Woodlands

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seedlings	Art and Design forms part of the expressive arts and design are of learning from the Early Years Foundation stage Curriculum. Class-based arts using different materials and media. Children to explore using hands and tools to work with. Activities to be based in 3D and 2D with a mix of adult directed to support skill progression. Children will have the opportunity to independently explore colour/ shape / texture and drawing through free exploration and creative opportunities in the provision.					
Woodlands	Food glorious food	Festivals	We're going on a bear hunt	Superheroes	Ancient Egypt	Commotion in the ocean
artist/skill focus	Giuseppe Arcimboldo	Phil Smith	Helen Oxenbury	Exploring colour	Egyptian crafts and traditional artwork	exploring colour Katsushika Hokusai

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cedar	Amazing me Self portraits	Brilliant bears	The toy shop Crafts people	Colour my world Steven Brown	How does your garden grow? Monet	Here to help
Elm	Vegetables rock vegetable printing / observational drawings etc	Houses and homes LS Lowrey	Let's go wild Henri Rousseau	Welcome to the circus colour and materials	Park life	Shore is fun
Maple	Brilliant bodies Andy Warhol	The polar express	On the move Jackson Pollock	Once upon a time Disney / fairy tale artists	Down on the farm	Our furry friends

KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	A day at the fair Romero Britto	Stone age rocks cave drawings and patterns	It's a pirate's life for me	The carnival of the animals carnival costumes and headdresses/ jewellery- crafts	Brilliant bugs 3D sculpture	Good to be me Picasso
Ash	One small step for man Peter Thorpe	Horrible histories crafts people	Magical marvellous materials Gustave Klimt	Dinosaur stomp	Nature detectives Andrew Goldsworthy	To the rescue
Pine	Light up my world Vincent Van Gogh	Me and My community	Down in the woods	African safari African crafts - jewellery/fabric	Diving deep	The greatest showman Costumes / bright colours
Oak	What on earth artwork related to subject - 3D models of volcanoes and natural earth	Barnaby goes to Europe Georges Seurat	Bright sparks Leonid Afremov	London's burning architecture / drawings of buildings / black and white study	Knights and dragons Drawings of dragons / 3D models / feather study	Celebrations Henri Matisse
<p>There will be further art based learning opportunities and experiences through: Thematic weeks Religious festivals / events in the calendar.</p>						