



# ART AND DESIGN Policy

## **Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

## **Opportunities for Personal, Social Health Education**

### Theme 1: Health and Wellbeing:

- understanding likes and dislikes
- learning from experience, celebrating strengths, setting goals, understanding areas for improvement
- being independent
- asking others for help
- developing vocabulary to enable children to discuss their feelings
- online safety

### Theme 2: Relationships:

- explaining feelings, opinions and views to others
- listening to others
- giving constructive feedback
- developing opportunities for making friendships
- understanding and respecting cultural differences

### Theme 3: Living in the Wider World:

- understanding the need for rules in different situations
- making decisions and explaining choices
- developing awareness of people living in other places, and people with different values and customs
- understanding being part of a community
- learning to appreciate a range of national, regional and ethnic identities

## **Subject Content**

### *Early Years Outcomes*

- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.

- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### ***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

### ***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

### **How is ART AND DESIGN taught throughout the school?**

See Appendix 1- Medium Term Plans

### **Inclusion and Equal Opportunities**

At our school we teach ART AND DESIGN to all children, whatever their ability. All children are provided with equal access to the ART AND DESIGN curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. ART AND DESIGN forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ART AND DESIGN teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within ART AND DESIGN, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific ART AND DESIGN related targets where a priority is appropriate.

### **Assessment & Reporting**

We assess children's work in ART AND DESIGN by making informal judgements as we observe them during each ART AND DESIGN lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary

judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The ART AND DESIGN subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in ART AND DESIGN for each year group.

See Appendix 2 - Assessment Grids

### **Resources**

The school is well resourced for the teaching of ART AND DESIGN. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of ART AND DESIGN, however resources include materials from ART AND DESIGN.

### **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in ART AND DESIGN is the responsibility of the ART AND DESIGN subject leader. The work of the ART AND DESIGN subject leader also involves supporting colleagues in the teaching of ART AND DESIGN, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Policy Review**

This policy was written September 2014 by the ART AND DESIGN Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Appendix 1

Year 1

Subject	<u>Autumn</u> <b>Topic: Animals and Me</b>	<i>IDEAS</i>	<u>Spring</u> <b>Topic: Where we live</b>	<i>IDEAS</i>	<u>Summer</u> <b>Topic: Fire and Ice</b>	<i>IDEAS</i>
<b>Art</b>	<p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 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.</p>	<p>-Savannah pictures</p> <p>-Water colours background with a black silhouette.</p>	<p><b>Drawing:</b> To find and make new lines and line patterns. To explore shapes by adding, altering and linking them.</p> <p><b>Painting:</b> To understand what the primary colours are Understand how to make light colours by adding white. To use dark and light colours together to create a pattern.</p> <p><b>Printing:</b> To create a printing block e.g. with plasticine. <b>Printing</b> To explore how to create vegetable prints. To explore making hand prints for pattern and colour.</p>	<p>-Sculptures</p>	<p><b>Collage:</b> To make and decorate new shapes by tearing and arranging paper. To understand how to create the fanning technique. To explore how to create holes in work by folding and cutting. To create a group collage.</p> <p><b>Sculpture:</b> To develop form by inventing use of junk material, e.g. create a model monster. To explain the use of each part added to a junk model. To explore bending wire to create loops for sculpted work. To understand how to wrap, pad out and cover junk models.</p>	<p>-Fire computer pictures.</p> <p>-Fire painting.</p> <p>Mixing colours</p>

Subject	<u>Autumn</u> <b>Topic: Great Fire of London</b>	<i>IDEAS</i>	<u>Spring</u> <b>Topic: Living and growing</b>	<i>IDEAS</i>	<u>Summer</u> <b>Topic: Florence Nightingale</b>	<i>IDEAS</i>
<b>Art</b>	<p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Explore drawing over existing images to add detail</p> <p>Investigate light and dark to create different tones (smudging and blending)</p> <p>To make different shades of colour and describe them.</p> <p>Collage</p> <p>Explore how to create pattern and shapes by folding and cutting holes into strips of paper.</p> <p>Sculpture</p> <p>Investigate undoing and rearranging junk materials to create shape and form e.g a box.</p> <p>Use junk to create a model.</p>		<p>Ar1/1.4 About the work of a range of artists, craft makers and designers, describing in the difference and similarities between different practices and disciplines and making links to their own work.</p> <p>To understand how to join two pieces of clay by making the joining areas rough and using slip to join them back together.</p> <p>To understand how to mould by out and cover junk models using paper mache.</p> <p>Create finger prints and prints using parts of the hand for example knuckles and side of hands.</p> <p>To fold, cut and decorate circle patterns.</p> <p>To understand how to roll and decorate clay tiles to create pattern and shape.</p>		<p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Understand how to make dark colours by adding black.</p> <p>To use and investigate thick and thin paint and its effect.</p> <p>Painting</p> <p>To understand what the primary and secondary colours are.</p> <p>To understand how to create curling, fanning and twisting to create shape, pattern and texture.</p>	

Subject	<u>Autumn</u> <b>Topic: Mountain/Volcanoes</b>	<i>IDEAS</i>	<u>Spring</u> <b>Topic: Romans</b>	<i>IDEAS</i>	<u>Summer</u> <b>Topic: Rainforests</b>	<i>IDEAS</i>
<b>Art</b>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <b>a range of materials</b></p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Drawing – Explore how pressure can create light and dark effects. To draw an outline lightly then fill in with more detail afterwards.</p> <p>Painting- understand and explore what warm and cold colours are. To explore the use of light and dark to create one colour paintings.</p>	<p>Introduction to sketch books for year 3.</p> <p>Mountain scenes – painting.</p> <p>Silhouettes</p>	<p>Printing: To create a printing block using string, card and other textured materials.</p> <p>Experiment printing a printing block with different coloured paper and inks to create a two colour block print.</p> <p>Cut out and rearrange prints made to create a picture.</p> <p>Collage: To convey meaning through collage eg places visited, likes and dislikes.</p> <p>To create symmetrical patterns by folding and cutting. To make and use rubbings to create pattern, texture and shape.Hi2/1.2</p>	<p>Gladiators. Trip to castle. Roman Gods. Roman speaker day.</p>	<p>See previous skills – Repetition.</p> <p>Sculpture – To cover another medium with modroc to create sculpted work. Y3 cover clay.</p>	<p>Animals plant.</p> <p>Textiles/craftmaking – pattern or design on rainforest features – print onto clothing.</p> <p>Clay models.</p> <p>Drawing – different viewpoints/perspectives.</p>

Subject	<u>Autumn</u> Topic: RIVERS	IDEAS	<u>Spring</u> Topic: Ancient Egypt	IDEAS	<u>Summer</u> Topic: A Musical Adventure	IDEAS
Art	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <a href="#">a range of materials</a></p> <p>Ar2/1.3 learn about great artists, architects and designers in history.</p> <p><b>DRAWING</b></p> <p>To use a viewfinder Explore drawing the same object from different viewpoints e.g looking up and look down</p> <p><b>PAINTING</b></p> <p>Explore how to make a colour wash for backgrounds and add detail to the foreground later</p> <p>To investigate how art matches colour and feelings for example red with anger, green with envy and explore this in own work.</p> <p><b>PRINTING</b></p> <p>Explore the effects of bubble prints</p> <p>Explore the effects of marbling</p>		<p>Ar2/1.1-1.3</p> <p><b>SCULPTURE</b></p> <p>To understand how to create pots using firstly the thumb to push clay and secondly to coil clay To cover another medium with modroc to create sculpted work (cover wire)</p> <p><b>CRAFT</b></p> <p>Jewellery making</p>		<p>Ar2/1.1-1.3</p> <p><b>COLLAGE</b></p> <p>To explore and create silhouettes and add detail by further folding and cutting</p> <p>To work from observation using curling, zigzagging and fringing skills to recreate what is observed. Select, combine and arrange different materials to create pattern, texture and shape.</p> <p><b>Drawing</b></p> <p>To investigate line, colour and texture through scraffito To show the feeling of a person when drawing a portrait through the use of line and tone.</p> <p><b>PRINTING</b></p> <p>Use different junk materials to print</p> <p>Explore the effects of sponge and sponge roller prints.</p>	

Subject	<u>Autumn</u> Topic World War 1/2	IDEAS	<u>Spring</u> Topic: inventors, inventions ,explorers	IDEAS	<u>Summer</u> Topic: Ancient Greece	IDEAS
Art	<p>To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p><b>Ar2/1.1</b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Ar2/1.2</b> 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]</p> <p><b>Ar2/1.3</b> Learn about great artists, architects and designers in history.</p> <p><b>Drawing:</b> To investigate drawing figures improvement where limbs are joint and bent.</p> <p><b>Collage:</b> Arrange shapes patterns and details before sticking down.</p> <p><b>Collage:</b> Investigate how to create an image from torn paper, exploring shape, colour and texture.</p> <p><b>Painting:</b> To explore how cold colours recede (good for backgrounds) and warm colours are prominent in pictures (good for foreground).</p> <p><b>Painting:</b> To understand how colours create moods and atmosphere e.g. colours expected at a circus or haunted house and apply this in own work.</p> <p><b>Painting:</b> Explore colour groups and contrasts including primary and secondary colours.</p> <p><b>Textiles:</b> To use wax-resist with wax crayon and dye.</p>	Henry Moore Rebuilding of London Woman seated in the Underground	<p>To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p><b>Ar2/1.1</b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Ar2/1.2</b> 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]</p> <p><b>Ar2/1.3</b> Learn about great artists, architects and designers in history.</p> <p><b>Drawing:</b> To scale a drawing up and down to enlarge or reduce the size.</p> <p><b>Drawing:</b> To investigate composing an image by arranging shapes, lines and colours.</p> <p><b>Printing:</b> To investigate and make simple stencils</p> <p><b>Collage:</b> To understand how an abstract picture is different to a figurative picture (figurative closely resembles the stimulus) and create own abstract picture.</p> <p><b>Painting:</b> To explore how cold colours recede (good for backgrounds) and warm colours are prominent in pictures (good for foreground).</p> <p><b>Painting:</b> To understand how colours create moods and atmosphere e.g. colours expected at a circus or haunted house and apply this in own work.</p> <p><b>Painting:</b> Explore colour groups and contrasts including primary and secondary colours.</p>		<p>To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p><b>Ar2/1.1</b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Ar2/1.2</b> 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]</p> <p><b>Ar2/1.3</b> Learn about great artists, architects and designers in history.</p> <p><b>Drawing:</b> To investigate drawing figures improvement where limbs are joint and bent.</p> <p><b>Sculpture:</b> To use artists’ 2D models as a starting point for own 3D work.</p> <p><b>Sculpture:</b> To explore how to manipulate a range of media.</p> <p><b>Sculpture:</b> To vary the size of medium, e.g. newspaper to create appropriate size of padding for sculpture.</p> <p><b>Sculpture:</b> To understand how to cut slits in work to slot pieces together.</p> <p><b>Painting:</b> To explore how cold colours recede (good for backgrounds) and warm colours are prominent in pictures (good for foreground).</p> <p><b>Painting:</b> To understand how colours create moods and atmosphere e.g. colours expected at a circus or haunted house and apply this in own work.</p> <p><b>Painting:</b> Explore colour groups and contrasts including primary and secondary colours.</p>	

Subject	<p style="text-align: center;"><u>Autumn</u></p> <p>Topic: In the beginning</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Spring</u></p> <p>Topic: Anglo-Saxons</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Summer</u></p> <p>Topic:Field Exploration</p>	<p style="text-align: center;"><i>IDEAS</i></p>
<b>Art</b>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a <b>range of materials</b></p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Printing-investigate and simple stencils</p> <p>To investigate and use colour,shape and pattern to create borders or central motifs. Use symmetry to create half an image and print to make a full image.</p>	<p>Victorian Christmas cards</p> <p>Victorian architects, Brunel etc.</p>	<p>to understand difference between portrait and self portrait and use the proper proportions of a face when drawing. To alter an image by using distortion and reflection</p> <p>Collage-Work from second hand observation</p>	Weaving	<p>Painting- Explore colour groups and contrasts including complimentary and harmonious colours. To explore how cold colours recede(good for backgrounds) and warm colours are prominent in pictures(good for foreground)</p> <p>Investigate line, colour, shape, pattern by working in the style of another artist.</p>	Landscapes of local area















