

# Featherstone Primary School

## Art and Design Policy:



Agreed by Governors: Standards, Curriculum and SEND

Approved date: Nov 2022

Review date: Nov 2024

### **Aims of the policy**

#### **General**

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Art and Design at Featherstone Primary School and that these are consistently applied.

#### **School Staff**

To promote a confident, positive attitude towards the learning and use of Art and Design making it an enjoyable experience;

To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.

To develop their ability by using a range of materials, tools, and techniques within art lessons.

To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.

To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.

To help them gain a critical awareness of art's place within different periods and cultures.

#### **Children**

To develop an enjoyment of creative art and see themselves as artists.

To be able to express their own ideas, through art and give meaning to the world around them.

To be able to use a range of materials, tools and techniques at a comfortable level for them.

To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.

To develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

#### **Parents and Carers**

To be understanding and supportive of our aims in learning and teaching Art.

To support the children with any art that they may undertake at home.

To help develop a child's talent for art where necessary and value it as a subject.

To encourage and praise their child's efforts.

To come into school and look at the art work that the children have created.

#### **Art and Design**

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through Art and Design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of Art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

#### **Teaching and Learning**

At Featherstone we use a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

#### **Equal Opportunities**

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

A range of cultures and traditions are displayed through school which represents our school community.

### **Art and Design curriculum planning- Implementation of the Art policy**

Art and Design is a foundation subject in the National Curriculum. At Featherstone Primary School we use a creative approach towards our curriculum planning in Art and Design, linking our class projects with the current topic, whilst ensuring progression of skills.

We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the Key Stage. Our medium-term plans give details of each area of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for reviewing these plans.

We plan the activities in Art and Design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into our work, so that there is an increasing challenge for the children as they move up through the school. We use the Art curriculum overview (see Appendix 1) to ensure that there is a clear progression of taught skills.

Years 5 and 6 are encouraged to develop the habit of using their sketchbooks (or visual diary) for: - recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference, - working out ideas, plans and designs, - reference – as they develop ideas for their work - looking back at and reflecting on their work, reviewing and identifying their progress. - as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

### **The Early Years Foundation Stage**

We encourage creative work in the Reception class, as this is part of the Early Years Foundation Stage Framework. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

### **Cross curricular**

Contribution of Art and Design to teaching in other curriculum areas

#### **English**

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

#### **Mathematics**

Art and Design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

#### **Personal, Social and Health Education (PSHE)**

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

### **Spiritual, Moral, Social and Cultural (SMSC)**

The teaching of Art and Design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

### **ICT**

Information and Communication Technology enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners and digital microscopes. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

### **Health and Safety**

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk. Staff should be aware of the guidance on Health and Safety, manufacturers advise on the products they use.

### **Resources**

Art encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of art styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous artists.

The Art room is where one can find a wide range of resources to equip Art lessons. If there is any resource we do not have and you would like, please speak to the Art Leader, giving adequate notice of the resource you require.

### **Parents/Carers**

The School aims to involve parents/carers in their children's learning as much as possible and give teacher's the opportunity to show the parents good work through 'Marvellous Me'.

Parents/Carers have the opportunity to meet with child's class teachers at least twice a year at Parent Evening Meetings and receive an annual report at the end of summer term.

### **Assessment, Record Keeping and Reporting**

Children's standards and achievements in Art are assessed in line with the School's Assessment Policy which links to the Programs of Study provided by the Department of Education. Assessment in Art for years 1-6 will be by taking examples of children's work, looking at both planning and finished articles in learning journals, weekly class journals and displays.

Children's standards and achievements in Art in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Assessment in Art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works (we are not all great artists) Art assessment will focus on what individual children have achieved.

Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

### **Monitoring and Review**

The Head teacher, Senior Leadership Team and Art Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Art Subject Leader will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### **Appendix 1**

#### Curriculum overview of year group expectations

<b>KS1 National Curriculum</b>		
<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		
Year 1	<b>To develop ideas</b>	Respond to ideas and starting points Explore different methods as ideas develop.
	<b>To master techniques:</b>	
	Painting	Use thick and thin brushes. Mix primary colours to make secondary.
	Collage	Use a combination of materials that are cut, torn and glued.
	Sculpture	Use a combination of shapes. Include lines and texture. Use techniques such as rolling and moulding.
	Drawing	Draw lines of different sizes and thickness. Colour neatly following the lines.
	Print	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers)
	Textiles	Use weaving to create a pattern. Join materials using glue and/or a stitch.
	Digital media	Use a wide range of tools to create different textures and lines.
	<b>Evaluate</b>	Reflect on, analyse and critically evaluate their own work and that of others.
<b>To take inspiration from the greats</b>	Describe the work of notable artists, artisans and designers.	
Year 2	<b>To develop ideas</b>	Explore ideas and collect visual information. Explore different methods and materials as ideas develop.
	<b>To master techniques:</b>	
	Painting	Add white to colours to make tints and black to make tones. Create colour wheels.

	Collage	Sort and arrange own materials. Mix materials to create texture.
	Sculpture	Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as cutting and carving.
	Drawing	Show pattern and texture by adding dots and lines. Use charcoal to shade and contrast. Show different tones by using coloured pencils.
	Print	Use objects to create prints (e.g. fruits, vegetables, string or sponges). Press, roll, rub and stamp to make prints.
	Textiles	Use plaiting. Use dip dye techniques.
	Digital media	Use a wide range of tools to create tones, colours and shapes.
	<b>Evaluate</b>	Reflect on, analyse and critically evaluate their own work and that of others.
	<b>To take inspiration from the greats</b>	Use some of the ideas of artists studied to create own pieces.

**KS2 National Curriculum**

**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.

Year 3	<b>To develop ideas</b>	To develop ideas from starting points throughout the curriculum. Adapt and refine ideas as they progress. Comment on artworks using visual language.
	<b>To master techniques:</b>	
	Painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.
	Collage	Select and arrange materials for a striking effect. Ensure work is precise. Use mosaics.
	Sculpture	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)
	Drawing	Use different grades of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas.
	Print	Use layers of two or more colours. Replicate patterns observed in natural or built environments.
	Textiles	Shape and stitch materials. Use basic cross stitch and backstitch.
	Digital media	Create images and explain why they were created.
	<b>Evaluate</b>	Reflect on, analyse and critically evaluate their own work and that of others.
	<b>To take inspiration from the greats</b>	Replicate some of the techniques used by notable artists, artisans and designers.

Year 4	<b>To develop ideas</b>	Collect information, sketches and resources to enhance own ideas. Explore ideas in a variety of ways. Comment on artwork with a developing grasp of visual language.
	<b>To master techniques:</b>	
	Painting	Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.
	Collage	Ensure work is precise. Use coiling and overlapping.
	Sculpture	Include texture that conveys feelings or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
	Drawing	Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.
	Print	Make printing blocks (e.g. from coiled glued string glued to a block) Make precise repeating patterns.
	Textiles	Colour fabric. Create weavings.
	Digital media	Create videos and sound recordings and explain why they were created.
	<b>Evaluate</b>	Reflect on, analyse and critically evaluate their own work and that of others.
	<b>To take inspiration from the greats</b>	Create original pieces that are influenced by studies of others.
Year 5	<b>To develop ideas</b>	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources to inspire. Use the qualities of materials to enhance ideas. Comment on artwork with a grasp of visual language.
	<b>To master techniques:</b>	
	Painting	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create interesting pieces.
	Collage	Mix textures (rough and smooth, plain and patterned). Use tessellation and montage.
	Sculpture	Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern.
	Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection.
	Print	Build up layers of colours. Create an accurate pattern showing fine detail.
	Textiles	Quilt, pad and gather fabric. Show precision in techniques. Choose from a range of stitching techniques.
	Digital media	Enhance digital media by editing (including sound and video)
	<b>Evaluate</b>	Reflect on, analyse and critically evaluate their own work and that of others.

	<b>To take inspiration from the greats</b>	Give details (including own sketches) about the style of some artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.
Year 6	<b>To develop ideas</b>	Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
	<b>To master techniques:</b>	
	Painting	Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.
	Sculpture	Combine visual and tactile qualities. Use frameworks (such as wire moulds) to provide stability and form with Modroc.
	Drawing	Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) Use lines to represent movement. Add 3D representations.
	Print	Use a range of visual elements to reflect the purpose of the work.
	Textiles	Combine previously learned techniques to create pieces.
	Digital media	Enhance digital media by editing (including animation, still images and installations)
	<b>Evaluate</b>	Reflect on, analyse and critically evaluate their own work and that of others.
	<b>To take inspiration from the greats</b>	Create original pieces that show a range of influences and styles. Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods.

<b>More and most able enhancements</b>	
To develop ideas	<ul style="list-style-type: none"> <li>• Study the history of art, craft and design, including major movements from ancient to modernist periods.</li> <li>• Develop ideas and increase proficiency in their execution.</li> <li>• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.</li> <li>• Use a range of drawing techniques to record observations and to generate ideas.</li> </ul>
Painting	<ul style="list-style-type: none"> <li>• Increase proficiency in drawing and handling different materials.</li> <li>• Analyse and evaluate work to strengthen the visual impact.</li> </ul>
Collage	<ul style="list-style-type: none"> <li>• Use a range of media including oils, watercolours and installations.</li> </ul>