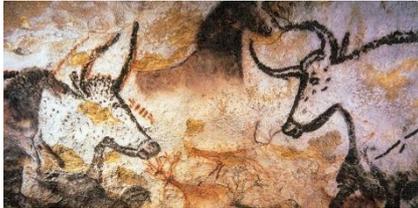


***Our Mission: To improve the communities we serve for the better***

***Vision:***

*Challenging educational orthodoxies so that every child makes good progress in core subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive a broad and balanced curriculum;  
all academies strive to be outstanding.*

# Art & Design Policy



**September 2021**



## **National Curriculum 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.

## **Approach to Teaching and Learning**

The approach to the teaching and learning of Art and Design is informed by an understanding of the importance of knowledge and its application. This ranges from knowledge of a range of materials, techniques and how different artists and designers from a range of cultures have developed these over time. Pupils are taught this knowledge in line with the expectations of Development Matters, and the National Curriculum in Key Stages One and Two. Our approach to teaching and learning will be characterised by a cycle of learning in which children are introduced to materials, media and techniques, learn about these and then have opportunities to explore, develop their own ideas, express themselves and share their ideas and experiences using their imagination.

Research shows that creativity often involves making links, seeing patterns and combining elements in new and different forms sometimes with surprising results. Seen in this light the teaching of the knowledge outlined above can also be seen to enhance the tools children possess in order to successfully experiment, develop their own ideas and be creative.

As pupils progress through our academy they will develop their knowledge of a range of materials as well as different media and of techniques for drawing, painting and sculpting. At each stage children will be encouraged to explore and develop ideas. Pupils will also be encouraged to develop their own techniques in using colour, pattern, texture, line, shape, form and space. Pupils will also learn 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. Art and Design in our academy is characterised by a balance between the explicit teaching of knowledge and skills with opportunities to experiment and practice drawing and painting techniques so pupils can apply their skills in independent pieces of work. Continuity and progression will be ensured by a scheme of work and a system of recording. Pupils will be given opportunity to develop key concepts, skills and attitudes in Art throughout the key stages.

Appendices 1, 2 and 3 support teacher's planning and ensures a development of skills and knowledge across year groups.

a) Key Concepts: colour, light and dark, shape, texture, pattern, tone, reference lines, form, perspective, proportion, artists and their works for content and mood.

b) Practical Skills: cutting, shaping, gathering resources, using tools, organising, clearing away.

c) Perceptual Skills: observing, recording, language, remembering, communicating, expressing, critically appreciating and visual literacy.

d) Key Attitudes: Curiosity and a willingness to explore (risk taking), respect and appreciation for their own endeavours and the endeavours of others; willingness to see art as a process where ideas are developed and refined; an appreciation of the environment- both man-made and natural; a developing awareness and love for the visual arts; an openness and appreciation of the art and design of a range of cultures both from the past and as part of our global world and multicultural society.

We encourage visitors to share their skills with us (all DBS checked first) and organise after-school events from time to time to facilitate this.

Educational visits are an important part of our curriculum delivery.

## **Resources**

Year Group Leaders order materials to support the objectives and activities which they have planned to deliver; this is overseen by the Art co-ordinator.

## **ICT and Art**

Art has close links with technology and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital photography. The internet can be used to investigate and retrieve information about famous artists and their work.

Artists for each year group and art traditions/styles:

<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Pre-school	Making marks with pencils, crayons and colours	Draw a representation of myself	Build with blocks
Foundation Stage 1	Explore colours through crayon, paint, pencils and pens.	Explore Materials and Textures by making monsters with clay	Using construction sets to make a bed for teddy
Foundation Stage 2	Self-Portraits Colour mixing and clay hedgehog models	Colour Mixing Colours of the rainbow, using different brushes	Castle Models Joining materials and using tools to make a boat
Year 1	David Hockney (Self-portraits)	Georgia O Keeffe	Monet
Year 2	Cezan (Jamaican art)	Clay (Clay animals)	Stained glass windows (RE)
Year 3	Andy Warhol (Stone age art)	Seurat (Impressionist)	Drawing & Painting (Constable Woodman)
Year 4	Fujishima Takeji	Rousseau/ Aboriginal Art	Kandinsky/ Georgia O Keeffe Art inspired by Music
Year 5	20 <sup>th</sup> Century Portraiture: Matisse and Warhol	Van Gogh (Starry Night) Exploring the Northern Lights	Comparing impressionism to Chinese representations of rivers and mountains
Year 6	Davinci to Lowry	War Poetry (exploration and responses to war poetry with a range of media).	Van Gogh

### **Equal Opportunities**

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, SEN, race, creed and disability, taking into account the individual needs of all children. We use art from different times, places and cultures to illustrate to children the diversity of our world.

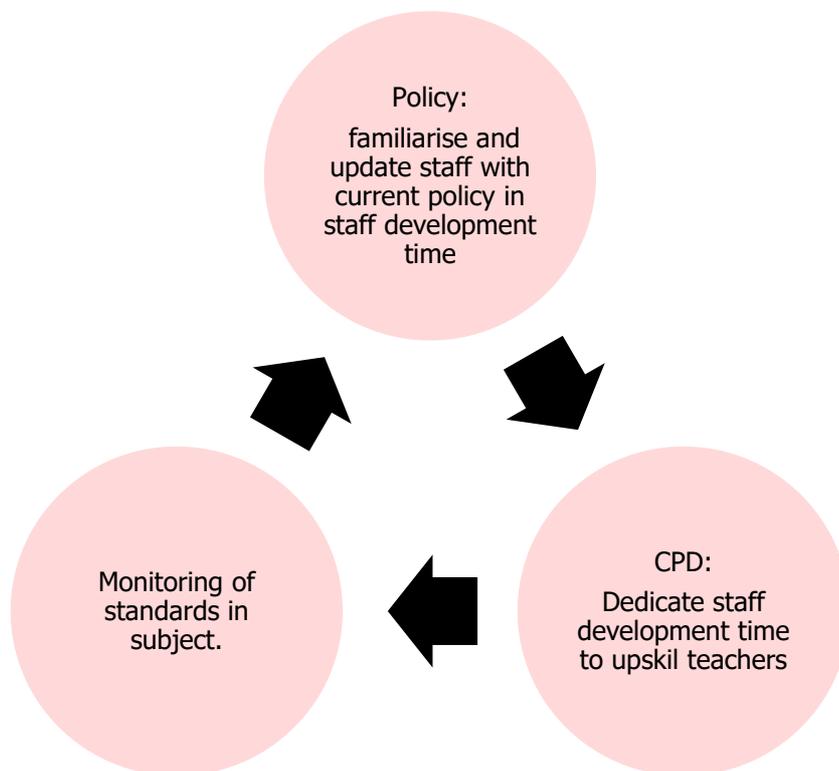
## National Curriculum Subject Content

Year Group	Objectives
Year 1 & Year 2	<p><b>Subject Content</b></p> <ul style="list-style-type: none"> <li>➤ Use a range of materials creatively to design and make products;</li> <li>➤ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>➤ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>➤ Learn 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 3-6	<p><b>Subject Content</b></p> <ul style="list-style-type: none"> <li>➤ Use a range of materials creatively to design and make products;</li> <li>➤ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>➤ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>➤ Learn 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> <li>➤ Create sketch books to record their observations and use them to review and revisit ideas;</li> <li>➤ Improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay);</li> <li>➤ About great artists, architects and designers in history.</li> </ul>

## Monitoring

It is the responsibility of the Art co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements.

This will involve the following cycle:



The co-ordinator will ensure that development priorities are reflected in the Subject Action Plan. They will attend termly network meetings for Art and work collaboratively with other leaders in The Forge Trust to improve the curriculum. CPD, standards and provision in the subject.

## Appendix 1: Progression in Art & Design through Skills and Techniques – By the end of KS1

Drawing Techniques	Drawing Skills	Painting Skills	3D Work Skills	Collage Skills	Printing Skills	Textiles Skills
Makes marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Work spontaneously & expressively using marks, lines and curves.	Hold and use drawing tools such as pencils and crayons and use them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention.	Select and use different brushes to explore and make marks of different thicknesses; use wet and dry paint techniques.	Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things.	Select with thought, different materials from the teachers resources, considering content, shape, surface and texture.	Apply ink or paint to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials.	Select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product.
Explore tone using different grades of pencil, pastel and chalk and will experiment and investigate.	Use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame.	Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context.	Model in malleable/plastic materials and control form to assemble basic shapes or forms. eg. Bodies/heads and add surface features.	Select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea.	Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure.	Sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist.
Uses line to represent objects seen, remembered or imagined working spontaneously and expressively.	Draw carefully in line from observation, recording shapes and positioning all marks/features with some care.	Investigate mark-making using thick brushes, sponge brushes for particular effects.	Respond to sculptures and craft artists to help them adapt and make their own work.	Sort and use according to specific qualities. eg) warm, cold, shiny, smooth	Take rubbings from texture to understand and inform their own texture prints.	Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work.
Use line and tone to represent things seen, remembered or observed.	Make quick line and shape drawings from observation adding light/dark tone, colour and features.	Investigate, experiment, mix and apply colour for purposes to represent real-life, ideas and convey mood.	Feel, recognise and control surface experimenting with basic tools on rigid / pliable materials	Engage in more complex activities. eg)control surface decoration of materials with clear intentions	Repeat a pattern, randomly placed or tiled in a grid with a range of blocks.	Cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons.
Use a journal or sketchbook to record what they see and collect, recording new processes and techniques.	Record ideas, observations and designs in a visual journal to support the development of ideas and skills.	Use colour and painting skills and apply surface techniques to create or suggest a place, time or season.	Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.	Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea.	Explore and create patterns and textures with an extended range of found materials. eg) sponges, leaves, fruit, ink pads	Weave in a simple loom and build constructed textile surfaces.
<b>Study of artists-critical and contextual skills</b>		Look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work. Can use their consideration of artist's work to improve their own.				

## Appendix 2: Progression in Art & Design through Skills and Techniques – By the end of Y3/4 in KS2

Drawing Techniques	Drawing Skills	Painting Skills	3D Work Skills	Collage Skills	Printing Skills	Textiles Skills
Explores shading using different media to achieve a range of light and dark tones, black to white.	Use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.	Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work	Create textured surfaces using rigid and plastic materials and a variety of tools.	Improve skills of overlapping and overlaying to place objects in front and behind.	Explore lines, marks and tones through monoprinting on a variety of papers to create an image.	Weave paper and find materials to represent an image. eg) landscape, pattern or texture
Draw familiar things from different viewpoints and combines images to make new images.	Use a viewfinder to select a view and visual clues in an image, then record what is in the frame.	Represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.	Construct a structure in linear or soft media before then covering the surface to make a form.	Cut multiple shapes with scissors and arrange/stick these on a surface for a purpose.	Explore images and recreate texture in a Collagraph print using e.g. corrugated card, string, pressprint.	Able to discriminate between fabric materials to select and assemble a constructed form.
Use line, tone, shape and mark with care to represent things seen, imagined or remembered.	Draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective.	Introduce different types of brushes for specific purposes.	Design and make a 3D form as a maquette for a larger imagined piece and consider form/function.	Experiment with creating mood, feeling, movement and areas of interest using different media	Explore colour mixing through printing, using two coloured inks, a roller, a stencil or pressprint.	Print on fabric using a monoprint block or tile, or as part of a group using a simple stencil.
Investigate and experiment with formal elements to make drawings that convey meaning.	Make quick studies from observation to record action or movement with some fluency.	Explore the effect on paint of adding water, glue, sand, sawdust and use this in painting.	Identify and assemble found materials to make a new form, carefully covering with ModRoc or papier mache	Interpret stories, music, poems and other stimuli and represent these using mixed media elements.	Design a complex pattern made up from two or more motifs and print a tiled version.	Attach different elements using stitching, using straight stitch, running or cross-stitch.
Use drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints.	Use a visual journal/sketchbook to support the development of a design over several stages.	Mix and use primary and secondary colours with the addition of black and white and other hues.	Scale a design up to a larger scale and work as part of a group to create a human scale structure or form	Use the natural/town environment as a stimulus for a mixed media work to convey meaning.	Compare own design and pattern making with that of well-known designers or familiar patterns.	Explore negative and positive,
Use a journal/sketchbook to plan and develop ideas, gather evidence and investigate testing media.	Draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency.	Create a painting from designs and research to communicate an idea or emotion.	Able to build in clay a functional form using two/three building techniques and some surface decoration.	Make a representational textured image from found textures that have been selected.	Cut a simple stencil and use this for making printed shapes.	
<b>Study of artists-critical and contextual skills</b>		Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others. Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration. Can learn about 'how to' from studying other artist's work.				

### Appendix 3: Progression in Art & Design through Skills and Techniques – By the end of KS2

Drawing Techniques	Drawing Skills	Painting Skills	3D Work Skills	Collage Skills	Printing Skills	Textiles Skills
Select appropriate media and techniques to achieve a specific outcome.	Select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.	Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.	Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour.	Select and use cutting tools and adhesives with care to achieve a specific outcome.	Make connections between own work and patterns in their local environment. eg) curtains, wallpaper	Select and use contrasting colours and textures in stitching and weaving.
Plans and completes extended sets of drawings in sketchbook/journals to plan a painting, print or 3D piece.	Select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose.	Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.	Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.	Embellish a surface using a variety of techniques including drawing, painting and printing.	Recreate images through relief printing using card and mark making tools to control line, shape texture and tone.	Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours.
Annotate a work of art to record ideas and emotions, using this to inform design ideas and thumbnail drawings/designs.	Express their ideas and observations responding to advice from others to rework and improve design ideas.	Plan and paint symbols, forms, shapes and composition when exploring the work of other artists/cultures informing their painting.	Recreate 2D images in 3D, looking at one area of experience. eg) recreate a landscape or figure focusing on form/surface.	Select and use found materials with art media and adhesives to assemble and represent a surface or thing. eg) water	Explore colour mixing through printing, using two coloured inks, a roller and stencil or pressprint/Easiprint poly-blocks.	Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact.
Build up drawings and images of whole or parts of items using various techniques. eg) card, relief, found materials, torn and cut materials.	Develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail.	Use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction.	Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.	Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing.	Recreate a scene and detail remembered, observed or imagined, through collage relief 'collagraph' printing.	Control stitching-using various needles to produce more complex patterns with care and some accuracy.
Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas.	Convey tonal qualities well, showing good understanding of light and dark on form.	Show the effect of light and colour, texture and tone on natural and man-made objects.	Apply knowledge of different techniques to expressive scale, weight or a concept.		Can design prints for fabrics, book covers, wallpaper, or wrapping paper.	Can dye fabrics and use tie-dye techniques to control and create a fabric image.