



Curriculum Policy

Art and design

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Art Policy

What is our vision?

Taking into consideration the needs of our children at Farington Primary School and the context of the community, we aim for children to be able to express themselves through their artwork across an excellent Art and Design curriculum. They will learn and develop a wide range of skills, with a main focus on painting, printing, drawing and collage, influenced by the styles of a variety of artists, from history through to contemporary times, across a wide range of cultures and diversities. Children will be encouraged to find their own style and take a 'hands on' approach by exploring an array of media and materials.

Curriculum Aims and Impact:

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.

From their time and Art lessons at Farington, we aim that:

- Children are confident in using the appropriate vocabulary taught to them throughout school, in relation to the art and artist that they are studying.
- Children will have the chance to explore and interact with a range of media and art skills, taught to them throughout school.
- Children build up a knowledge of a variety of artists from different times throughout history and different cultures and diversities.
- Children will be able to evaluate pieces of work, created by existing artists. They will then take influence from those artists in order to create their own artwork, through which the artist's influence is evident.

How do we achieve this?

Across school a combination of short-term planning tools and schemes will be employed and adapted by teachers in order to teach the topics, skills and artists set out for their year group. Each year group has been allocated a range of skills, tools and materials to explore throughout the year. Linked to the art topics covered by each year group, related artists have been suggested in order to expand the children's knowledge and understanding of the media that they will be exploring. Drawing and sketching skills will be a focus across all year groups, allowing children to refine and build upon their previously learned skills in this area. This will result in evidence of progression being assessable from that of an initial piece to a final assessment piece, both within a year group and across each child's time at Farington Primary School. Sketchbooks are used throughout school as a reflective recount of the skills learned and the medias explored throughout each module of art that is covered. Children's sketchbooks will document their journey and progression through each art unit, towards each final assessment piece that showcases their achievement.

ICT will be used by all children for both research purposes and in order to create pieces of digital artwork.

Scheme of Work:

Across school a combination of short-term planning tools and units of work by Kapow will be employed and adapted by teachers in order to teach the topics, skills and artists set out for their year group.

Resources:

All art supplies that will be required for both Key Stage 1 and Key Stage 2 topics are stored in the central storeroom. Most teachers also have a small supply of frequently used resources in their individual classrooms. Art supplies will be restocked for the beginning of each academic year. Any specific supplies that are required for individual class projects should be requested ahead of time. Supplies will be audited regularly by the Art co-ordinator to ensure that general supplies don't run low. The upkeep of the art storeroom falls predominantly with the art co-ordinator, however the area and the resources within it should be left as tidy as they are found. As resources are used up, the art co-ordinator should be advised that those materials need replacing.

Assessment – How do we assess skills and understanding?

Formative assessment will predominate within the subject of art. At the beginning of each academic year, children will all produce a baseline drawing. This will act as a measure from which to assess their progress.

The majority of the children's art work will be recorded within their sketch books. These will act as a portfolio to practise and present the skills that they have been learning. The work in the sketch books will show an accumulation of skills towards a final piece for each unit (this may or may not be contained within the sketch book). Final pieces will be assessed against the year groups curriculum objectives relating to the relevant unit of work. Over the course of the year, the children's drawing skills will be assessed against their initial baseline piece, to show how drawing has improved.

At two points during the year, knowledge review weeks will spend time focusing on the skills and use of materials that they have accumulated throughout that academic year. Using the evidence from sketchbooks, final pieces, artwork undertaken in other subjects and knowledge review weeks, teachers will make judgements about their children's skill and knowledge in art.

Teachers will use the following gradings to categorise the children against the year groups curriculum objectives:

Working towards – the child has not met/ retained the year group curriculum objectives.

Expected – The child has met/ retained the year group curriculum objectives.

Greater depth – The child has met the objectives with a large degree of independence. These children will demonstrate a high level of artistic talent and creativity.

Teacher judgements in art will be entered into the tracking document, this will be available to future teachers as a means of transition. These judgements will also be reported to parents at the end of each year through the means of the end of year report. Class teachers will provide ongoing verbal

feedback about a child's artwork, to allow for fluid conversations and discussions to take place. This is inline with the subjective nature of Art as a discipline.

Health and Safety

Potential risks to be aware of are:

- The use of toxic materials
- Ensuring students have washed their hands sufficiently after working with materials
- No food or drink around whilst working with art supplies and materials
- Any potential water spills are to be cleaned up immediately and the floor and work areas are to be kept tidy at all times to prevent slipping/ tripping
- Children are not to enter the art supply room without adult supervision
- Allow fresh air to flow when working with certain substances, windows (and doors where available) are to be opened.
- Electric tools are to be in working order and used by an adult/ under adult supervision where appropriate.
- Cover-ups are to be provided for messy work, jewellery should be removed and long hair should be tied back.

Inclusion and Safeguarding Considerations

At times, children may communicate sensitive feelings/ emotions through their artwork. Children may require time in an appropriate setting with an adult to explain their thoughts/ feelings that inspired their work. Any concerns are to be recorded on CPOMs or referred directly to the DSL.

Teachers are encouraged to ask open ended questions regarding children's artwork when unable to decipher what has been drawn by a child, for example "tell me about your picture".

Other Points/Considerations:

Monitoring and Review:

The subject co-ordinator will monitor the learning taking place in Art and Design through an annual subject audit. In order to conduct this the following evidence will be gathered and used:

- Work in sketch books will be viewed against the year groups objectives and how closely they match.
- The amount of work in sketch books and whether it reflects the time allocated to art.
- Build up work and their contribution to final pieces.
- The range of media used and how this matches to the year groups objectives.
- Pupil interviews regarding their experience of art and their inclusion/ understanding of subject-specific vocabulary.
- Monitoring of the amount of art lessons missed due to interventions.

Appendix:

Art & Design **Key Vocabulary**

Year 1

Printing, shade, primary colours, secondary colours, horizon line, landscape, sculpture

Year 2

Sketch, self-portrait, tone, printing, artist, patterns, optical illusions

Year 3

Pre-historic art, wall art, Rangoli patterns, weaving, line drawing, texture, interior designer

Year 4

Abstract, pattern, reflective, symmetrical, composition, contrast, percussion instruments

Year 5

Still life, observational drawing, Greek urns, charcoal, impressionist artist, impressionism

Year 6

Abstract, graffiti-art, symbolism, crop, digital, lens, photography, macro-photography, chiaroscuro, way, way-ob

Art stage descriptors – progression of skills

EYFS	<ul style="list-style-type: none"> - Appropriately choose, use and begin to control a range of media safely - Talk about what they have produced - Develop skills in manipulating malleable materials
KS1	<p>Sketchbooks:</p> <ul style="list-style-type: none"> - Use a sketchbook effectively to gather ideas <p>Artists:</p> <ul style="list-style-type: none"> - Have knowledge of and appraise a diverse range of artists through history <p>Drawing:</p> <ul style="list-style-type: none"> - Use a range of dry media to explore the elements of art: line, colour and shape. <p>Painting:</p> <ul style="list-style-type: none"> - Demonstrate knowledge about primary and secondary colours - Use, and be able to name, a variety of paint, paper and implements to create <p>Sculpture:</p> <ul style="list-style-type: none"> - Plan and create sculptures and constructions - Develop skills in manipulating clay: rolling, kneading and shaping <p>Other art:</p> <ul style="list-style-type: none"> - Create art supported by photography, digital art, pattern, printmaking or texture and collage
LKS2	<p>Sketchbooks:</p> <ul style="list-style-type: none"> - Use a sketchbook effectively to gather and build ideas <p>Artists:</p> <ul style="list-style-type: none"> - Have knowledge of and appraise a diverse range of artists, architects and designers through history <p>Drawing:</p> <ul style="list-style-type: none"> - Use a range of dry media to explore the elements of art: line, tone, pattern, texture, colour and shape. <p>Painting:</p> <ul style="list-style-type: none"> - Demonstrate a knowledge about primary and secondary colours, making and matching colours - Choose appropriate, paint, paper and implements to create <p>Sculpture:</p> <ul style="list-style-type: none"> - Plan and create sculptures and constructions with reasonable independence - Develop skills in joining and modelling clay <p>Other art:</p> <ul style="list-style-type: none"> - Create art supported by photography, digital art, pattern, printmaking or texture and collage

UKS2	<p>Sketchbooks:</p> <ul style="list-style-type: none"> - Use a sketchbook effectively to gather, build ideas and evaluate <p>Artists:</p> <ul style="list-style-type: none"> - Have knowledge of, appraise and take influence from a diverse range of artists, architects, and designers through history, including those from the local area <p>Drawing:</p> <ul style="list-style-type: none"> - Proficiently manipulate and show improved mastery of, using dry and wet media, the elements of art: line, tone, pattern, texture, form, space, colour and shape. <p>Painting:</p> <ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colour, making and matching colours - Choose appropriate, paint, paper and implements to create, adapt and improve <p>Sculpture:</p> <ul style="list-style-type: none"> - Plan and create a sophisticated sculpture or construction with increasing independence - Develop skills in using clay, including slabs, coils, slips etc. <p>Other art:</p> <ul style="list-style-type: none"> - Create art supported by photography, digital art, pattern, printmaking or texture and collage

1	Louise Borgeois	Painting and collage Landscapes - Kapow Link to The Seaside	Painting Link to The Great Fire of London	Sculpture, drawing and collage Lesson 1 – Twinkl Lesson 2 onwards – Kapow Stand-alone
2	Julian Opie Picasso Rembrandt Van Gogh Alison Lapper	Drawing Look at portrait artists Portrait of Emmeline Pankhurst Opie-style portraits - Kapow Self-portraits Link to History	Printing Create animal patterns Look at animal skins, create foam printing blocks, create repeat pattern Stand-alone	Painting Look at Alison Lapper’s work Creating landscapes using mouth only! Cut their 2 landscapes and create an optical illusion – Kapow Y4 Link to the Titanic/The Arctic
3	Banksy Keith Haring William Morris	Drawing and painting How do we express art? Look at wall art, Banksy and Keith Haring ‘Prehistoric Art’ – Kapow Link to Stone Age	Digital art Look at William Morris Rangoli patterns Link to RE, Diwali	Textiles Weaving – Kapow Stand-alone
4	Arcimboldo Sokari Douglas Camp El Anatsui Paul Cezanne	Sculpture Various outcomes - Kapow unit Stand-alone	Drawing Formal elements of Art – Y3 Kapow unit Perspective, building up to drawing the pyramids of Giza Link to the Egyptians	Painting Kapow, Y3 lesson 2 options 1 and 2 Kapow, Y4 lesson 3 Stand-alone
5	James Isherwood Henri Matisse Mary Cassatt	Sculpture Introduce Greek art and artists ‘Still Life’ lesson 1 and 2 using Greek urns Create Greek urns Link to The Greeks	Printing Grand Canyon t-shirts Link to The Grand Canyon	Painting Look at the work of impressionist painters Look at James Isherwood Create an impressionist painting (Kapow Y6 Lesson 1: Impressionist painting) Link to Local History
6	Edward Weston Kathe Kollwitz Picasso Henry Moore Frida Kahlo	Photography Kapow Stand-alone	Drawing ‘Make My Voice Heard’ Lessons 2, 3 and 4 – Kapow Henry Moore painting	Painting and sculpture Freida Kahlo inspired self-portraits

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