



The
Boleyn
Trust



Cleves
PRIMARY SCHOOL

Art & Design Policy

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Introduction

- 1.1** 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims and objectives

- 2.1** The aims of art and design for key stage one are:
- Use a range of materials creatively to design and make products.
 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
 - Develop a wide range of art and design techniques/skills in using colour, pattern, texture, line, shape, form and space.
 - Know 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 aims of art and design for key stage two are:

- To record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Children are building on skills they have learnt in key stage one and applying them to their learning.
- Know about great artists, architects and designers in history.

3 Teaching and learning style

- 3.1** The school uses 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 in art and design. 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/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 say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.

Children also have the opportunity to use a wide range of materials and resources, including ICT.

3.2 We recognise the fact that we have children of differing ability in all our classes, and so 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 common 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 variations of tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

4 Art and design curriculum planning

4.1 Art and design is a foundation subject in the National Curriculum. At Cleves Primary School we use the national curriculum and a bespoke structure for lesson as the basis for our curriculum planning in art and design.

4.2 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 art and design subject leader works this out in conjunction with SLT and teaching colleagues in each year group.

4.3 Our medium-term plans, give details of each unit 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 art and design subject leader is responsible for keeping and reviewing these plans.

4.4 Class teachers complete a daily plan for each art and design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons including the warm-up and main activity. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

4.5 We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

5 The Foundation Stage

- 5.1** We encourage creative work in the Nursery and Reception classes as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children 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. This extends their understanding.
- 5.2** We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using 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.

6 Teaching art and design to children with special educational needs

- 6.1** At our school we teach art and design to all children, whatever their ability. Art and design is a part of the school curriculum policy. This helps 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 levels.
- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and variation – 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 child's needs.
- 6.3** Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.
- 6.4** We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

- 7.1** We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards. The teacher records the achievements that each child has reached on a pupil tracker, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.
- 7.2** The class teachers keep evidence of the children's work in an e-portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.

8 Resources

- 8.1** We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design cupboard.

9 Monitoring and review

- 9.1** The 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 subject leader involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead, attending training, booking workshops and direction for the subject in the school. The art and design subject leader gives the headteacher a half term summary report in which s/he evaluates the strengths and weaknesses in the subject, pupil voice, what went well, what needs to happen next and any extra curricula activities within the subject. The art and design subject leader monitors art books and art work within the classroom as well as planning again on a half term basis providing teachers with constructive feedback. The assessment for art and design is done by class teachers on a half term basis when each topic is complete. The skills go over a whole key stage. Our assessments are uploaded on to 'Educater'. This is then monitored by the art and design coordinator every half term.

		Autumn	Spring	Summer
Nursery		Exploring colour Colour	Lines representing objects Line Design Form	Shapes in pictures Line Design Form shape
Reception		Mixing colours Colour	Different media to create new effects Manipulate materials Colour Design Texture	Explore tools and techniques. Line Design Form Function
Year 1	Warm-up	<ul style="list-style-type: none"> Discovering Charcoal Blind drawing continuous line drawing Squiggle Drawing (Continuous line drawing) 	<ul style="list-style-type: none"> Drawing Spirals Blind Drawing- of a feather Drawing feathers using different mediums 	<ul style="list-style-type: none"> Mark Making Mark Making- Water soluble graphite stick, water and paint brush.
	Main	<ul style="list-style-type: none"> Drawing like a Caveman- Hand print Observational pen drawing exercises- Blind drawing and continuous line drawing Wax Resist Autumn Leaves (Wax Resist with Metallic Crayons and Brusho Crystal Colours) Autumn Floor Drawings 	<ul style="list-style-type: none"> Drawing Spiral Snails Drawing Feathers: Mark Making Making Sculptural Birds 	<ul style="list-style-type: none"> Plasticine Print Making Making Magic Spells
	Skills:	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour
Year 2	Warm-up	<ul style="list-style-type: none"> Continuous line drawing Five minute art-Show me what you see Exploring Colour with Hester Berry Backwards and forwards drawing exercise 	<ul style="list-style-type: none"> Continuous line drawing of their eyes using a writing pen Continuous Line Drawings- of the Designs on Coins Mark Making- marks and patterns seen on animals Backwards forwards sketching motion 	<ul style="list-style-type: none"> Mark Making Continuous line Drawing
	Main	<ul style="list-style-type: none"> Elastic Band Sketchbook Making boats that float out of everyday materials. Colour Wheel Mini beast Artwork 	<ul style="list-style-type: none"> Drawing Cartoon Characters Making Money! Drawing & Making Making Animal Masks 	<ul style="list-style-type: none"> Houses from Around the World- Mark making, Collage and Line Drawing Be an Architect!
	Skills	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour
Year 3	Warm-up	<ul style="list-style-type: none"> Continuous line drawing Drawing Cartoon Characters – A School Full of Characters! Five minute art- Show Me What You See Drawing Exercise 	<ul style="list-style-type: none"> Continuous line drawing Thoughtful Mark Making exercise 	<ul style="list-style-type: none"> Making Stronger Drawings Mark Making- Drawing fruits
	Main	<ul style="list-style-type: none"> Quentin Blake's Drawings as Inspiration Sculptural Characters Inspired by Dahl and Blake Making Drawings Move Making Articulated Beasts 	<ul style="list-style-type: none"> A Cheerful Orchestra Typography for Children 	<ul style="list-style-type: none"> 3D Visual Map Making Fruit Inspired Clay Tiles

	Skills	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour
Year 4	Warm-up	<ul style="list-style-type: none"> Working with ink Sensing Form: Using Feel to Manipulate Clay with Linda Green Perspective 	<ul style="list-style-type: none"> Mark Making Backwards and Forwards drawing Mark making 	<ul style="list-style-type: none"> Continuous line drawings Thoughtful Mark Making Looking for Geometry in Chickens!
	Main	<ul style="list-style-type: none"> Illustrating the Jabberwocky Quick Clay Figurative Sketches Making a Pocket Gallery 	<ul style="list-style-type: none"> Dragons & Birds in Eggs: Hidden & Revealed Wax Resist with Coloured Inks 	<ul style="list-style-type: none"> Drawing Nests Building Nests Birds in the Trees
	Skills	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour
Year 5	Warm-up	<ul style="list-style-type: none"> Drawing with a Ruler Quick Drawing Exercise: Helping Children to Draw Larger! Show Me What You See: Drawing Inspired by Anglo Saxon Architecture 	<ul style="list-style-type: none"> Continuous line drawing Mark Making 	<ul style="list-style-type: none"> See 3 Shapes Drawing Exercise Continuous line drawing- picnic foods Mark Making
	Main	<ul style="list-style-type: none"> Sketchbook Exploration-drawing gem stones with nib and ink pens/ quills using ink and water colours. Super-sized Jewellery Sculptures with Personality- Inspired by Anglo Saxon Houses. 	<ul style="list-style-type: none"> Inspired by Miro – Collage, Automatic Drawing & Sculpture. Flat Yet Sculptural? Drawing, Collage, Construction 	<ul style="list-style-type: none"> Making a Festival Feast Communal Picnic Drawing How Does the Sculpture Balance?
	Skills	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour
Year 6	Warm-up	<ul style="list-style-type: none"> Discovering Charcoal Drawing with Scissors: Screen Printing Workshop in 3 Stages, Inspired by Matisse. 	<ul style="list-style-type: none"> Mark Making- create variety widths of line using quills, fine brushes, wider brushes and handwriting pens. <u>Drawings of Inventions Inspired by Leonardo Da Vinci</u> - <i>Drawings using carbon paper</i> Blind Drawing- Feel their own facial features with their fingers and draw what they can feel Mark Making- hatching/ cross-hatching, dots, dashes etc. 	<ul style="list-style-type: none"> See 3 Shapes Drawing Exercise The Geometry of Chickens!
	Main	<ul style="list-style-type: none"> Exploring Set Design. Shadow puppets and whiteboard projectors. 	<ul style="list-style-type: none"> Graphic Inky Still Life Still Life Drawing Using Carbon Paper Exploring Portraits 	<ul style="list-style-type: none"> Page to Panel – Manga Drawing Wave Bowls
	Skills	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour	Line, shape, Space, Value, Form, Texture, Colour