



Art Policy

Newdale Primary School and Nursery

Art Coordinator
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Rationale

At Newdale Primary School and Nursery we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children’s Laureate

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. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As a school we do celebrate and recognise the work children bring into school from home.

Aims

At Newdale Primary School we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art

- Celebrate and explore the work of British artists and those from other cultures.
- through art extend and enrich other curriculum areas

Role of the Subject Leader

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- keep up-to-date on the use of Art in the curriculum
- promote art throughout the school e.g. organise an art day during the summer term
- to monitor use of the sketchbook throughout the school

Teaching and Learning

The Foundation Stage

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience.

Our planning includes opportunities for

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books

- first hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

Each year group has been assigned 3x artists to explore and create work in the style of each year. Teachers will cover a different artist each term. A minimum of at least 1 of these artists will be a British artists. These artists are as follows:

Reception:

- Kandinsky
- Yinka Shonibare -(British Artist)
- Damien Hurst Natural Art

Y1:

- Antony Gormley -(British Artist)
- Van Gogh
- Lowry

Y2:

- Joe Tilson -(British Artist)
- Michael Craig Martin
- Kate Neal

Y3

- Quentin Blake-(British Artist)
- Andy Goldsworthy
- Claude Monet

Y4

- Gillian Ayres -(British Artist)
- Jackson Pollock
- Peter Carl Faberge
- Eric Joyner

Y5

- Paul Klee
- Tony Hart -(British Artist)
- Lichtenstein

Y6

- John Constable-(British Artist)
- Rousseau
- Georgia O Keefe

Each child has their own Art and Design sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

Recording Responses

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes.

Work should be dated with the learning objective so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work

The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

- ICT
- Literacy and numeracy
- Spiritual, moral, social and cultural development.

Use of I.C.T

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

Literacy

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 the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Spiritual, moral, social and cultural development

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 encourage them to collaborate and co-operate 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, cultures and religions through their work on famous artists, designers and craftspeople.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Differentiation

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. A number of children have been identified as having a real talent for art (see Gifted & Talented Policy)

Assessment and recording

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. All teachers complete formal assessments in Art of all children after each unit of work.

Appendix 1

Foundation Stage Areas of Development that support/link to the teaching of Art

	Expressive Art and Design		Physical Development	Literacy	Mathematics
	Exploring Media and Materials	Being Imaginative	Moving and Handling	Writing	Shape, space and measure
22-36 months	Experiments with blocks, colours and marks	Beginning to use representation to communicate e.g. drawing a line and saying 'That's me'	Shows control in holding and using jugs to pour, hammers, books and mark making tools Beginning to use three fingers (tripod grip) to hold writing tools Initiates drawing simple shapes such as circles and lines May be beginning to show preference for dominant hand	Distinguishes between the different marks they make	Notices simple shapes and patterns in pictures
30-50 months	Explores colour and how colours can be changed Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects Beginning to describe the texture of things Realises tools can be used for a	Developing preferences for forms of expression Captures experiences and responses with a range of media such as music, dance and paint and other materials or words	Draws lines and circles using gross motor movements Uses one-handed tools and equipment e.g. makes snips in paper with child scissors Holds pencil between thumb and two fingers, no longer using whole-hand grasp	Sometimes gives meaning to marks as they draw and paint	Shows interest in shape and space by playing with shapes and making arrangements with objects Beginning to talk about the shapes of everyday objects eg. Round, and tall

	purpose		Holds pencil near point between first two fingers and thumb and uses it with good control		
40-60 months	<p>Explores what happens when they mix colours</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Uses simple tools and techniques competently and appropriately</p>	<p>Create simple representations of events, people and objects</p> <p>Chooses particular colours to use for a purpose</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p>	Gives meaning to marks they make as they draw, write and paint.	Uses familiar objects and common shapes to create and recreate patterns and build models
Early Learning Goals	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	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.	Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.		Children recognise, create and describe patterns.

Appendix 2

Programme of Study

Knowledge, skills and understanding

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

1 Exploring and developing ideas

Pupils should be taught to:

- a) record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
- b) question and make thoughtful observations about starting points and select ideas to use in their work
- c) collect visual and other information (for example, images, materials)
- d) to help them develop their ideas, including using a sketchbook

2 Investigating and making art, craft and design

Pupils should be taught to:

- a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- b) apply their experience of materials and processes, including drawing
- c) developing their control of tools and techniques
- d) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts

3 Evaluating and developing work

Pupils should be taught to:

- a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- b) adapt their work according to their views and describe how they might
- c) develop it further

4 Knowledge and understanding

Pupils should be taught about:

- a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

- c) the roles and purposes of artists, craftspeople and designers working in different times and cultures (for example, Western Europe and the wider world)

5 Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a) exploring a range of starting points for practical work (for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments)
- b) working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c) using a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textiles, sculpture)
- d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions (for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet)

Appendix 5

Progression through techniques

Here is a table which shows the different techniques that children should progress through in relation to the different areas of art

Drawing	Painting	3D work	Collage	Printing	Photography	Textiles
Enjoys making marks, signs and symbols on a variety of types of paper	Explores making marks on a variety of papers	Handles, feels and manipulates rigid and malleable materials	Handles different materials from the class "bit box"	Random experimental printing with hands, feet, found materials	Becomes aware of photography as an art form	Handles and manipulates materials such as threads, cottons, wool, raffia, grass
Is spontaneously expressive, using marks, lines and curves	Uses a variety of tools to spread paint - straws, matchsticks as well as brushes	Pulls apart and reconstructs basic shapes	Selects and sorts, cuts, tears, stitches and discusses	Uses one colour of paint or ink on a block	Collects photographs for a theme	Is aware of colour, texture and shape
Uses line to represent objects seen, remembered or imagined	Explores mark-making using thick brushes, foam and sponge brushes	Becomes aware of form, feel, texture, pattern and weight	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Repeating patterns, random or organised, with range of blocks	Is aware that there are famous or specialist photographers	Sorts, collects, discusses and pulls apart cloths and threads
Explores tone using different grades of pencil, pastel and chalk	Experiments with and enjoys colour	Experiments with basic tools on rigid and plastic materials	Engages in more complex activities, e.g. cutting and sewing a variety of materials	Extends repeating patterns - overlapping, using two contrasting colours etc	Develops an awareness of scale, perspective, movement and colour in photography	Stitches and cuts threads and fibres
Uses line and tone to represent things seen, remembered or observed	Creates pattern using different tools and colours	Compares and recreates form and shape to natural and made environments	Has experience of adhesives and decides on the most effective for a given task	Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit,	Develops an awareness of mood, emotions and feelings in photography	Simple weaving with strong wool through a stiff card loom
Explores shading, using different media	Uses colour and marks to express mood	Creates texture using rigid and plastic materials and a variety of tools	Develops skills of overlapping and overlaying	Explores images through mono-printing on a variety of papers	Alters images through collage, jigsaws, positive and negative shapes	Weaves paper, progressing from one to two colours
Draws familiar things from different viewpoints	Represents things observed, remembered or imagined, using colour/tools	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials	Develops awareness of contrasts in texture and colour	Explores images and recreates texture using wallpaper, string, polystyrene etc..	Experiences a variety of lenses - cameras, telescopes, binoculars	Able to discriminate between materials
Uses line, tone and shade to represent things seen, remembered or imagined	Introduces different types of brushes for specific purposes	Recreates 2D images in a 3D piece (eg the houses of the three little pigs)	Experiments with creating mood, feeling, movement and areas of interest	Explores colour mixing through printing, using two colours and a variety of materials	Is aware of the use of lenses and their effects on images	Prints on fabrics
Is happy to experiment with line, tone and shade	Explores the effect on paint of adding water, glue, sand, sawdust	Shows an awareness of texture, form and shape by recreating an image in 3D form	Interprets stories, music, poems and other stimuli	Uses printing to represent the natural environment	Experiences the effect of light and magnification on transparencies	Simple stitching - uses a long needle to make straight stitches
Uses a range of materials to produce line, tone and shade	Introduces primary and secondary colours with the addition of black and white and other tones	Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work	Uses the natural environment or townscapes as a stimulus	Compares own image and pattern making with that of well-known artists (William Morris)	Explores creative slide-making using felt pens, feathers, gauzes and food dyes	Uses contrasting colours in stitching and weaving

Selects appropriate media and techniques to achieve a specific outcome	Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	Selects and uses materials to achieve a specific outcome	Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Is aware of processes by which photographs and slides are developed	Dyes fabrics using tie-dye, batik etc..
	Uses different methods, colour and a variety of tools and techniques to express mood	Looks at 3D work from a variety of genres and cultures and develops own response through experimentation	Embellishes, using a variety of techniques, including drawing, painting and printing	Recreates images through relief printing using card	Makes a flick book to give the impression of movement	Develops an awareness of the natural environment through colour matching
	Investigates symbols, shapes, form and composition	Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures	Develops experience in embellishing, using more advanced stitching and appliqué techniques	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief	Understands that camcorders and videos are forms of photography and the principles of how they work	Uses plaiting, pinning, stapling, stitching and sewing techniques
	Uses techniques, colours, tools and effects to represent things seen, remembered or imagined	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Applies knowledge of different techniques as a form of expression	Recreates a scene remembered, observed or imagined, through collage printing	Creates simple images on photographic paper by placing shapes and materials on paper and fixing	Stitching - using various needles to produce more complex patterns
	Explores the effect of light and colour, texture and tone on natural and man-made objects		Designs an artefact, using knowledge of techniques, for a specific outcome	Designs prints for fabrics, book covers and wallpaper	Explores negative and positive	Cuts and stitches patterns
				Carries out screen printing	Build a pinhole camera and uses it to explore close-up and distant images, ghost images, movement	Experiments with soft sculpture; cuts and joins patterns, embellishing the components
				Experiments with approaches used by other artists	Superimposes using a combination of techniques and photographs	Designs shapes, tie-dyes, batiks and prints for a specific outcome
					Is aware of all basic principles and processes of photography, together with its limitations	