



Art Policy

Newdale Primary School and Nursery

Art Coordinator
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Reviewed February 2022

Next Review February 2023

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. We take pride in displaying the children’s art throughout the school for all to see.

We follow the National Curriculum for Art and Design, supplemented by resources from Plan Bee, Kapow and our own planning.

- We teach the compulsory strands of drawing, painting and sculpture, as well as collage and printing.
- We chose these areas as the others can be incorporated into D&T and I.C.T
- Our progression document has a focus on the children knowing more and remembering more as they progress through school.

Aims

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

- foster an understanding and enjoyment of art, craft and design and provide opportunities for studying contemporary, modern and traditional art.
- celebrate and explore the work of artists from around the world, analysing and discussing their work to develop their artistic vocabulary.
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- experience a broad and balanced range of art activities and show progression within these experiences
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- show development of ideas and their own skills through the use of a sketchbook
- develop use of a range of tools, media and processes
- 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 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 art resources, ensuring they are readily available and well maintained with support from the school's two lead HLTA's.
- 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 (Appendix 1)

The different aspects of the arts are encompassed within Expressive Arts and Design 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 (Appendix 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 using 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

Using our progression of knowledge and skills document, teachers plan a series of lessons following the structure below.

Planning a series of Art lessons

A useful structure to allow for progression through your series of lessons



Explore



- What is your final outcome?
- What artist does this work relate to?
- Are they a modern, contemporary or traditional artist?
- Explore the work of that artist.
- Comment on it using the elements of it
- Share opinions.

Disciplinary/Theoretical knowledge

Experiment



- What skills are you covering this unit?
- Experiment with colour, textures, and using different materials for mark making. This will also assess where the children are with achieving these skills.
- You could link the experimentation to the artist and how they created their work, as well as the colours etc that they used.
- Annotate notes around their experimentation, generate ideas and preferences.
- This can be messy in sketchbooks!

Substantive knowledge

Create

- Applying everything that they have learnt so far, the children are now ready to create their final piece.
- From experimenting, they know what their preferences are and they have practiced and are familiar with the skills needed.
- They need to create their own version, inspired by the artists work, but **not a direct replica**.
- Evidence in sketchbooks. Can the children talk about how they created their final piece and the steps involved? (Good for developing pupil voice responses)
- Conclude with an assessment question using the recommended template. The questions can be found in the Art folder

Substantive knowledge

Assigned Artists

Each year group has been assigned at least one artist to explore and create work in the style of each year so that they leave their Primary education with knowledge of a range of artists and styles, as well as become familiar with the difference between traditional, modern and contemporary art. Teachers will teach children about the history of their assigned artist and their preferred style of art. When planning their learning sequence, teachers will research and assign additional artists which coincide with their chosen learning outcomes.

These artists are as follows:

EYFS

- Kandinsky – Modern – Painting.

Y1:

- Andy Goldsworthy - Contemporary – Sculpture.

Y2:

- Giuseppe Arcimboldo - Modern - Painting

Y3

- Henri Matisse – Modern – Printing/Sculpture/Painting.

Y4

- David Hockney – Contemporary – Painting.

Y5

- Friedensreich Hundertwasser - Modern – Painting.

Y6

- Frida Kahlo – Modern – Painting

Recording Responses

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.

The sketchbook is used as a way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbooks should show the learning journey to the final piece 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, as well as to explore, comment and reflect upon the work of other artists.

To develop the children's substantive knowledge, they should explore how art is made and the history of artists and their creations.

To develop the children's disciplinary knowledge, the children will engage in discussion about art through their sketchbooks and use key vocabulary associated with the different elements of art.

Work should be dated with the learning objective and success criteria 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.
- Experiment with different colours, patterns, textures, and materials, giving their opinions on their preferences and ideas.
- 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
- Making observations about the work of different artists, referencing the different elements of art, including the colour, texture, shape and lines.
- Gather information to give specific knowledge of how things are made or work.
- Collect photographs, pictures from publications, samples of textures and other materials, or colour strips from colour mixing.

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 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 can 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 consider 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

The children's work is assessed through informal judgements, made through observations during each art lesson and compared against the success criteria. The children are presented with questions to help guide their thinking and to provide them with the opportunity to reflect upon the lesson and the knowledge they have gained from it. These questions are linked to the key elements of art and support teacher judgements and generate next steps for planning.

An example of the questions can be found below.

Discussion Questions Year 3 and 4

Assessment is a holistic practice, which takes place during every art lesson through conversations with pupils

Tell me about that you are making and what inspired you.

What might you do next?

Tell me about the materials and techniques you are using.

What have you discovered?

How do you feel about the end result?

Tell me about things you really liked or enjoyed.

What would you like to explore more of?

What kinds of problems did you encounter and how did you get round them?

Remember 'Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported'.

On completion of a piece of work, the children complete a reflection slip to demonstrate what they have learnt and to reflect upon this learning.

Reflect on your learning



All teachers complete formal assessments in Art twice per year in line with assessment of all foundation subjects.

Appendix 1

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

Birth – three years

Expressive Arts and Design
<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds.
<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways.
<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
<ul style="list-style-type: none"> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
<ul style="list-style-type: none"> • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

3-4 Years

Expressive Arts and Design
<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.
<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
<ul style="list-style-type: none"> • Explore colour and colour-mixing.
<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.
<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas.

Reception

Expressive Arts and Design
<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.
<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses.
<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody.
<ul style="list-style-type: none"> • Develop storylines in their pretend play.
<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.

Appendix 2

Programme of Study

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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.