

Errington Primary School



This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer:

SLT/EET:

Governors/Trustees:

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact?

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised?

Art and Design Policy

2021-22

What is Art and Design?

Art and design is the application of creativity, theory, skill and imagination, often in a visual form. Studying art, craft and design throughout school can encourage pupils to immerse themselves within artistic material and develop their own creativity.

Rational

Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art, and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

Purpose of Study

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.' (National Curriculum, 2014)

The EYFS

The EYFS curriculum offers a wide range of opportunities for art and design activities, these can be both adult led and independent activities within the areas of provision. The children are provided with opportunities to explore a wide range of materials, paint, explore musical instruments, movement to music and engage in role play activities. At the end of Reception children are assessed against the Expressive Arts and Design early learning goal. As they develop

through their time in the foundation stage the children's progress is measured against Errington's check points.

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.

Framework for Teaching Art and Design

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 (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

In both the Key Stages the children will look at the elements of:

- Shape, Form and Space
- Colour and Tone
- Texture
- Pattern and Line

Children across the Key Stages will produce work using a variety of mediums/materials and processes:

- Paint
- Collage (mixed media)
- Printing
- Digital Media/ICT
- 3D Sculpture
- Textiles

The Curriculum

Art and Design should form part of a creative, cross-curricular curriculum. Links should be made, wherever possible, with other subject areas. Using the key skills and knowledge grid ensure coverage and progression, and completing a yearly gap analysis ensures all areas of the Art and Design curriculum are covered.

Essential Skills in Art and Design to be Developed.

ASPECT	KEY STAGE 1- ESSENTIAL SKILLS	
	End of Year 1 Expectations	End of Year 2 Expectations
SKETCH BOOK	Record ideas or experiences in a sketchbook or journal.	Make/use a simple sketchbook, using a range of joining techniques, including gluing, taping and stapling.
DEVELOPING IDEAS	Draw from or talk about experiences, creative ideas and observations.	Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.
SELECTION	Describe the sensory properties of a range of different materials and decide which ones to use when making something.	Choose appropriate materials and techniques for a given project.
DRAWING	Use lines to represent a shape or outline.	Use line and tone to draw shape, pattern and texture.
PAINTING	Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads.)	Mix paint colours to suit a task.
3-D	Handle and manipulate rigid and malleable materials and say how they feel.	Use modelling materials to create an imagined or realistic form.
PRINT MAKING	Create simple mono-prints using a range of printing utensils.	Create single and multi-coloured prints using a range of printing techniques.
COLLAGE	Cut and tear paper and glue it to a surface.	Cut and tear fabrics and papers, attaching them using different joining techniques.
PHOTOGRAPHY	Take a self-portrait or a photograph of someone else.	Use a zoom feature to show an object in detail.
COLOUR	Name primary colours and collate colours into groups of similar shades.	Select and match colours when painting from observation, explaining how different colours make them feel.
PATTERN	Create a simple pattern using colours and shapes.	Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).
LINE AND TONE	Use lines of different thicknesses.	Use tone to show light and shade.
FORM	Use modelling materials to create a realistic or imagined form.	Build simple thumb pots using clay, including rolling out clay on a board.
EVALUATING	Outline personal likes or dislikes regarding their own work.	Explain the main successes and challenges encountered when completing a piece of artwork.
APPRECIATING	Outline personal likes or dislikes regarding a piece of art.	Explain what they like/dislike about artwork, comparing it with other pieces of art.

ASPECT	LOWER KEY STAGE 2- ESSENTIAL SKILLS	
	End of Year 3 Expectations	End of Year 4 Expectations
SKETCH BOOK	Make/use a simple sewn sketchbook, selecting a range of papers and fabrics for different purposes.	Make/use a sketchbook with a hard cover, and mitred corners.
DEVELOPING IDEAS	Identify interesting aspects of objects as a starting point for work.	Select and record visual and other information to develop ideas on a theme.
SELECTION	Explain the purpose of a given task and identify the ideal materials and tools for the job.	Investigate, combine and organise visual and tactile qualities of materials and processes when making something.
DRAWING	Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.	Draw from close observation to capture fine detail.
PAINTING	Copy and create patterns and textures with a range of paints.	Add textural materials to paint, to create a desired effect.
3-D	Use a range of modelling materials and tools, choosing the one most appropriate to a given task.	Add embellishments and decorations to enhance a form or sculpture.
PRINT MAKING	Make repeat patterns for decorative purposes, using various natural materials.	Use a motif and stencil to create a mono or repeat print.
COLLAGE	Use a variety of materials to create a collage on a theme.	Create a photomontage of digital images to achieve a particular purpose.
PHOTOGRAPHY	Take photographs and explain their creative vision.	Take a picture from an unusual or thought provoking viewpoint.
COLOUR	Create and use a palette of natural colours to paint from outdoor observation.	Use complementary and contrasting colours for effect.
PATTERN	Imprint a range of patterns on modelling materials (e.g. clay, dough and paper mache).	Use bold colour and geometric shapes to create a graphic style print.
LINE AND TONE	Use line to add surface detail to a drawing, print or painting.	Use tone to emphasise form in drawing and painting.
FORM	Create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints of the same object.	Use 3-D materials to sculpt a human form.
EVALUATING	Make suggestions for ways to adapt/improve their own artwork.	Comment on similarities/differences between own and others' work, describing what they feel about both.
APPRECIATING	Use a range of artistic vocabulary to compare artworks of a particular genre or movement.	Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.

ASPECT	UPPER KEY STAGE 2- ESSENTIAL SKILLS	
	End of Year 5 Expectations	End of Year 6 Expectations
SKETCH BOOK	Make/use a sketchbook that includes pockets and flaps.	Make own papers to use in a sketchbook or journal.
DEVELOPING IDEAS	Explain how an idea has developed over time.	Explain intentions when explaining ideas, identifying any changes and improvements as work progresses.
SELECTION	Combine art range of media within a piece of work and explain the desired effect.	Describe how techniques and themes used by other artists and genres have been developed in their own work.
DRAWING	Use simple rules of perspective in drawings of figures and buildings.	Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.
PAINTING	Use paint application techniques to create mood and atmosphere in a painting.	Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).
3-D	Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding, etching and smoothing).	Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.
PRINT MAKING	Create a detailed block for printing using string, card, foam or lino.	Using digital software, create abstract prints that involve experimentation with colour, size, shape and repetition.
COLLAGE	Create a monochromatic collage that incorporates text.	Embellish a 3-D form using collage techniques (decoupage).
PHOTOGRAPHY	Compose a photograph with an emphasis on textural qualities, light and shade.	Combine images using digital technology, colour, size and rotation.
COLOUR	Add black and white to paint to create subtle tints and tones, light and shade.	Mix and use colour to reflect mood and atmosphere.
PATTERN	Use rubbing techniques (frontage art) to collect patterns and textures.	Use patterns to add detail, movement and interest to a piece of work.
LINE AND TONE	Use cross-hatching to add tonal detail.	Use pen and ink to add line, tone and perspective using a tonal ink wash.
FORM	Create cylindrical and spherical forms using a range of media and scales.	Use 3-D shapes to create an abstract form or sculpture, juxtaposing individual components.
EVALUATING	Compare and comment on ideas/methods/approaches in own and others' work (relating to context).	Explain how studying other artists' work has influenced and developed their own. Adapt and refine own work in the light of evaluations.
APPRECIATING	Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).	Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.

Equality and Inclusion

Errington Primary School aims to ensure that equality and inclusion are at the forefront of teaching and learning throughout the curriculum. This comes under the three broad headings of:

- Setting suitable learning challenges

- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A fully expanded explanation of these three principles can be found in the National curriculum document. More information can be found in the specific Errington Primary School Equality and Inclusion Policy.

Assessment

Formative assessment is used to guide the process of individual pupils in Art and Design. It involves identifying each child's progress, determining what each child has learnt and what should therefore be the next step in their learning.

Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Summative assessment will form part of the annual report to parents, informing them of their child's progress.

Photographs of children's work are a useful tool to keep, as a reminder of pupil's achievement.

Monitoring

The monitoring of coverage and progress across the school will be completed by the subject leader in consultation with teachers and the SLT.

Resourcing

A range of Art and Design resources are stored in the Resource Room. Staff are encouraged to check resourcing before they start a new topic so that consumables can be ordered if needed.