



WENSLEY FOLD CE PRIMARY ACADEMY

ART and DESIGN POLICY

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all.

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.

(From the Art and Design National Curriculum 2014 document)

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, craftmakers and designers, and understand the historical and cultural development of their art forms.

ATTAINMENT TARGETS

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

SUBJECT CONTENT

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.

OBJECTIVES

CONTINUOUS WORK

- Throughout both key stages this work should be:
- Taught regularly and frequently so as to ensure that children gradually and systematically acquire and practise their skills, knowledge and understanding
- Matched where appropriate to children's individual needs and level of achievement
- Progression should be planned for with particular reference to the attainment target level descriptions

BLOCKED WORK

Each block of work in art should follow a basic model designed to ensure that all pupils are given opportunities and/or are taught

- To explore and develop ideas
- To make and investigate art, craft and design
- To evaluate and develop work

Each year group will concentrate on one block during each half term.

The blocked work consists of:

1. **Drawing**
2. **Colour Mixing** (Key stage 1) **Colour Matching** (Key stage 2)
3. **Printing**
4. **Collage**
5. **Textiles**
6. **3D/Sculpture**

Attention should be paid to the teaching of skills and techniques rather than these being merely acquired.

Art should be viewed in relation to building on skills already acquired and should be seen as a progression.

When the learning objectives for each block of work have been achieved, teachers should take the opportunity to develop previous learnt art skills in other areas of the curriculum (eg topic work).

The Reception class is provided with activities and opportunities as prescribed in the Foundation Stage Curriculum.

CLASSROOM ORGANISATION

Key stage 1

Art is part of the rotational activities. Skills are taught in small groups, for one hour per week.

Key Stage 2

Skills taught in groups of fifteen, for one hour per week.

Although there is no recommended allocation of time for Art, however, at Wensley Fold, at least one hour per week is devoted to the teaching of art.

ASSESSMENT

The process rather than the end product are important to consider when making any assessments in art.

Skills assessed through a bi annual hall display.

This involves taking one element of art and each class producing work on the same theme to show progression in skills from Reception through to Year 6.

See Focus Education 'Being an Artist' – Appendix 1

RECORD KEEPING

- Record of skills (levelled) in Assessment File
- Individual art portfolios
- Key stage 2 sketch books
- Photographic evidence in the Art Portfolio
- Art Coordinator file

RESOURCES

Resources are available for all classes to use. It is imperative that **all** resources are returned to their correct place, by an **adult**, in the condition they were found.

- Papers – activity paper, good quality paper, poor quality paper, sugar paper is located in the paper cupboard outside year 5 classroom.
- General stock – printing inks, pastels, crayons etc. are located in green trays in the infant resource area.
- Paints – ready mix, brushes, mixing palettes are located in the KS2 resource area (by the year 6 classroom)
- PVA adhesive – one large container in each key stage area and in reception
- Scissors – a set of scissors can be found in each classroom
- Art History/Appreciation – books, posters and other reproductions are located on the shelves in the infant support room.

INCLUSION

This policy reflects the School's commitment to inclusion. We believe that all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

The following statutory school policies and procedures are key tools which support our commitment to inclusive practice and should be considered alongside this policy:

Race Equality Policy

Gifted and Talented Policy

Anti – Bullying Policy

Policy for Special Educational Needs

Access Plan in response to the Disability Discrimination Act

EAL Policy

These policies are contained in the school's Inclusion Portfolio.

REVIEW OF THE POLICY

The policy will be reviewed on a bi-annual basis, through, and by, consultation with the staff, the Headteacher and the Link Curriculum Governor, and taking into account the scrutiny of children's work and assessment procedures.

The Art matrix and Scheme of Work will also similarly be reviewed and updated when necessary and appropriate.

Any amendments to the policy arising from the review procedures will go to consultation with staff and Governors for discussion, approval and ratification.

STEPHANIE PFEIFFER
Art and Design Coordinator

Reviewed April 2018



A YEAR 1 ARTIST	A YEAR 2 ARTIST	A YEAR 3 ARTIST
<ul style="list-style-type: none"> • I can show how people feel in paintings and drawings. • I can create moods in art work. • I can use pencils to create lines of different thickness in drawings. • I can name the primary and secondary colours. • I can create a repeating pattern in print. • I can cut, roll and coil materials. • I can use IT to create a picture. • I can describe what I can see and give an opinion about the work of an artist. • I can ask questions about a piece of art. 	<ul style="list-style-type: none"> • I can choose and use three different grades of pencil when drawing. • I can use charcoal, pencil and pastel to create art. • I can use a viewfinder to focus on a specific part of an artefact before drawing it. • I can mix paint to create all the secondary colours. • I can create brown with paint. • I can create tints with paint by adding white. • I can create tones with paint by adding black. • I can create a printed piece of art by pressing, rolling, rubbing and stamping. • I can make a clay pot. • I can join two clay finger pots together. • I can use different effects within an IT paint package. • I can suggest how artists have used colour, pattern and shape. • I can create a piece of art in response to the work of another artist. 	<ul style="list-style-type: none"> • I can show facial expressions in my art. • I can use sketches to produce a final piece of art. • I can use different grades of pencil to shade and to show different tones and textures. • I can create a background using a wash. • I can use a range of brushes to create different effects in painting. • I can identify the techniques used by different artists. • I can use digital images and combine with other media in my art. • I can use IT to create art which includes my own work and that of others. • I can compare the work of different artists. • I recognise when art is from different cultures. • I recognise when art is from different historical periods.

A YEAR 4 ARTIST	A YEAR 5 ARTIST	A YEAR 6 ARTIST
<ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can show reflections in my art. • I can print onto different materials using at least four colours. • I can sculpt clay and other mouldable materials. • I can integrate my digital images into my art. • I can experiment with the styles used by other artists. • I can explain some of the features of art from historical periods. 	<ul style="list-style-type: none"> • I can identify and draw objects and use marks and lines to produce texture. • I can successfully use shading to create mood and feeling. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can use shading to create mood and feeling. • I can express emotion in my art. • I can create an accurate print design following criteria. • I can use images which I have created, scanned and found; altering them where necessary to create art. • I can research the work of an artist and use their work to replicate a style. 	<ul style="list-style-type: none"> • I can explain why I have used different tools to create art. • I can explain why I have chosen specific techniques to create my art. • I can explain the style of my work and how it has been influenced by a famous artist. • I can over print to create different patterns. • I can use feedback to make amendments and improvement to my art. • I can use a range of e-resources to create art.

