William Barnes Primary School**Art and Design Policy**

**Generic INTENT**

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| **Vision**  | **Mission** |
| \*An inspirational, stimulating and well-resourced environment\*A safe and secure school at the heart of the community\*Inquiry, independence and enthusiasm for learning | \*Preparing all children for life\*A high quality professional team\*Taking pride in all our achievements\*High standards of behaviour | **Where every child counts** |
| **Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.** |
| **Preparing Children for Life**We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy. |
| **Aims and Objectives**At William Barnes Primary School, we believe that children deserve:* To be set appropriate and stimulating learning challenges
* To be taught well and be given the opportunity to learn in ways that maximise the chances of success
* To be given quality feedback which highlights successes and areas for improvement.
* To have adults working with them to tackle the specific barriers to progress they face.

It is also our aim that :* Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.
* Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.
* Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.
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| **Knowledge and Skills**As a school, we believe in the equal relationship between knowledge and skills in our curriculum. We believe that:* Knowledge can be declarative ( to know that ) or Procedural ( to know how ).
* Both these forms are important and that Declarative knowledge is turned into Procedural knowledge.

through action and the act of applying.* Skills can be Procedural knowledge as a result of the application of Declarative knowledge.
* Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.We prefer to see the debate laid out as:  Knowledge Comprehension Application Evaluation  |
| **Global Community**We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world. | **Parents**“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE) |

**Art and Design INTENT**

*“Art develops spiritual values and contributes a wider understanding to the experience of life which helps to build a balanced personality.”* **Bridget Riley**

**The National Curriculum 2016, for England, states that the purpose of teaching**

**Art and Design is …**

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.

**At William Barnes Primary School, our aims for the Art and Design Curriculum are to ensure that children:**

* have the opportunity to produce creative work with a chance to explore and record.
* develop skills in drawing, painting, sculpture and a breadth of other techniques.
* appreciate and evaluate a breadth of creative artworks using appropriate and developing vocabulary.
* have a developing knowledge of artists, craft makers and designers and understand the historical and cultural development of their art forms.

**Current Practice**

* All teachers and teaching assistants follow the **National Curriculum 2014**.
* **Long Term Planning** outlines the coverage of skills and knowledge required across the Primary range.
* **Medium Term Planning**is planned within the connected curriculum; within topics for Key Stage 1 and connected where possible to other areas of the curriculum. The emphasis is on **Art and Design Skills.**
* The whole school analyses creative works and builds up their historical knowledge of artists as part of **The Take One Picture Project**in association with **The National Gallery.** This results in a whole school display in communal areas, an invite for parents to visit and a submitting of work to The National Gallery for consideration. The school has been chosen 4 times to be represented in gallery display.
* When displayed, work is mounted and presented with care to project a sense of value.
* All children have an Art and Design book which follows them throughout the school. This begins in Reception. Larger pieces of work are kept in a folder.
* Where possible, artists and craftspeople are booked to visit the school to work with children and share their work and work ethic.
* Trips to see art in situ are encouraged and in Year 6 there is a Gallery Trip to appreciate artwork in London.

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**OVERVIEW**

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| **Reception**  | **Exploring and Developing Ideas** | **Evaluating and Developing Work** |
| **ART and DESIGN CURRICULUM**  | Expressive Arts and Design **ELG: Creating with Materials**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function | Expressive Arts and Design **ELG: Creating with Materials**Share their creations, explaining the process they have used.Use and pass on ART BOOKS for awareness of progress |

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| **3 & 4-year-olds will be learning to:** | **Children in Reception will be learning to:** | **ELG** |
| * 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.
* 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.
* Explore colour and colour mixing.
* Show different emotions in their drawings – happiness, sadness, fear etc.
 | * 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.
 | **Creating with Materials*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Share their creations, explaining the process they have used.
* Make use of props and materials when role playing characters in narratives and stories.
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| **Drawing** | Lines and Marks | Shape | Tone/Texture/Form |
| **Experiment with a variety of media;  pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk****Control the types of marks made with the  range of media** | **Using increasing detail eg representing a face****Use drawing to represent ideas like movement and loud noises**Draw on different surfaces with arange of  media | **Create closed shapes with continuous lines****Beginning to use shapes to represent objects**Observe and draw shapes fromobservationsDraw shapes in between objectsInvent new shapes | Investigate tone by drawing light/dark  lines, light/dark patterns, light/darkShapesInvestigate textures bydescribing,  naming,rubbing, copying |

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| **Choice** | **Painting** | **Sharing**  | **3D/Sculpture** | **Printing/Textiles Collage** |
| **Choice of materials to express their own ideas****Choice of materials to express feelings** | **Free expression and choice****Explore colour and colour mixing****Work on different scales** | **Share their creations, explaining the process they have used.****Create work collaboratively, sharing resources, ideas and skills** | **Join different materials and explore different textures****Make and use props and materials when role playing characters in narratives and stories** | **Print with a range of hard and soft****materials e.g. corks, pen barrels,****sponge****Arrange and glue materials to****different backgrounds** |
| **Art and** **Artists** |  **EYFS****Claude Joseph Vernet** | **Year One** **Henri Matisse** | **Year Two****Claude Monet** |  |

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| **Assessment****Year Reception** | **Children working** **above average:** |  |
| **Children working** **below average:** |  |

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| **Year One and Two** | **Exploring and Developing Ideas** | **Evaluating and Developing Work** |
| **ART and DESIGN CURRICULUM 2014** | Record and explore ideas from first hand observationsAsk and answer questions about the starting points for theirworkDevelop their ideas – try things out, change their minds | Review what they and others have done and say what they think about it.Identify what they might change in their current work or develop in future workUse and pass on sketch books for awareness of progress |

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| **Drawing** | Lines and Marks | Shape | Tone | Texture |
| **Experiment with a variety of media;  pencils,rubbers,****crayons, pastels, felt-tips, charcoal,ballpoints, chalk****Control the types of marks made with the  range of media** | Name, match and draw lines/marksfrom  observationsInvent new linesDraw on different surfaces with a range of  media | Observe and draw shapes fromobservationsDraw shapes in between objectsInvent new shapes | Investigate tone by drawing light/dark  lines, light/dark patterns, light/dark  shapes | Investigate textures by describing,  naming, rubbing,copying |

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| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D/Sculpture** | **Collage** |
| Explore ideas using digital sourcesRecord visual information Usingdigital cameras, ipadsetcUse a simple graphics package  to create images and effects with -Lines by changing the size ofbrushes in response to ideasShapes using eraser, shape and filltoolsColours and Texture using  Simplefilters to manipulate and createimagesUse basic selection and croppingtool | Use a variety of tools andtechniques including different  brush sizes and typesMix and match colours to  artefacts and objectsWork on different scalesExperiment with tools andtechniques e.g. layering, mixingmedia, scraping throughName different types of paint and  their propertiesColourSimple colour mixingIdentify primary colours by nameMix primary shades and tonesMatchingcolourstoartefactsandobjects.TextureCreate textured paint by addingsand, plaster | Print with a range of hard and softmaterials e.g. corks, pen barrels,spongeMake simple marks on rollers and  printing palettesTake simple printsi.e. mono - printingRoll printing ink over found  objects to create patterns e.g.  plastic mesh,stencilsBuild repeating patterns andrecognise pattern in the  environmentCreate simple printing blocks withpress printDesign more repetitive patternsColourExperiment withoverprinting  motifs and colourTextureMake rubbings to collect texturesand patterns | Match and sort fabrics and  threadsfor colour, texture, length,  size andshapeChange and modify threads andfabrics, knotting, fraying, fringing,pulling threads, twisting, plaitingCut and shape fabric usingscissors/snipsApply shapes with glue or bystitchingApply decoration using beads,buttons, feathers, sequins etcCreate cords and plaits for decorationColourApply colour with printing, dipping,fabric crayonsCreate and use dyes i.e. onion  skins, tea, coffeeTextureCreate fabrics by weaving  materials i.e. grass through twigs,  carrier bags on a bike wheel | Manipulate malleable materials  in a variety of ways ( rolling, impressing with objects and kneading )Explore sculpture with a range ofmalleable mediaManipulate malleable materials  for  a purpose, e.g. pot, tile(squeezing rolling flattening pinching)Understand the safety and basic  care of materials and toolsFormExperiment with constructing andjoining recycled, natural andmanmade materialsUse simple 2‐D shapes to create a3‐D formTextureChange the surface of a malleablematerial e.g. build a textured tile | Create images from a variety ofmedia e.g. photocopies material,fabric, crepe paper , magazines  etcArrange and glue materials todifferent backgroundsSort and group materials fordifferent purposes e.g. colour, imagetextureFold, crumple, tear and overlappapersWork on different scalesColourCollect, sort, name match coloursappropriate for an imageShapeCreate and arrange shapesappropriatelyTextureCreate, select and use textured  paperfor an image |

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| **Art and** **Artists** | **Year One** **Henri Matisse** | **Year Two****Claude Monet** |  |
| **Assessment****Year One** | **Children working** **above average:** |  |
| **Children working** **below average:** |  |
| **Assessment****Year Two** | **Children working** **above average:** |  |
| **Children working** **below average:** |  |

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| **Year Three and Four** | **Exploring and Developing Ideas** | **Evaluating and Developing Work** |
| **ART and DESIGN CURRICULUM 2014** | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. Use and pass on sketch books for awareness of progress |

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| **Drawing** | Lines and Marks | Form and Shape | Tone | Texture |
| **Experiment with ways in which surface detail** **can be added to drawings.** **Use sketchbooks to collect and record visual****information from different sources.** **Draw for a sustained period of time at an****appropriate level.** | Make marks  and lines with a wide range  of  drawing implements e.g. charcoal, pencil,  crayon, chalk pastels, pens etc.  Experiment with different grades of pencil  and other implements to create lines and  marks.  | Experiment with different grades of  pencil and other implements to draw  different forms and shapes.   Begin to show an awareness of objects  having a third dimension. | Experiment with different grades of  pencil and other implements to achieve  variations in tone.  Apply tone in a drawing in a simple  way. | Create textures with a widerange of  drawingimplements.  Apply a simple use ofpattern and  texture in adrawing. |

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| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D/Sculpture** | **Collage** |
| Record and collect visual  information using digital cameras/ipads    Present recorded visual images  using  software e.g. Photostory,  PowerPoint     Use a graphics package to create images and effects with;   Lines by controlling  the brush tool with increased precision    Changing the type of brush to an  appropriate style e.g. charcoal  Create shapes by making selections  to cut, duplicate and repeat     Experiment with colours and  textures bymaking  an appropriate  choice of special effects and simple  filters to manipulate and create  images for a particular purpose  | Experiment with different effects  and textures inc. blocking in  colour, washes, thickened paint  creating textural effects     Work on a range of scales e.g. thin  brush on small picture etc.Develop an awareness of composition, scale, simple perspective (using a focal point and a horizon)   Create different effects and  textures with paint according to  what is needed for the task.    Colour   Mix colours and know which  primary colours make secondary  colours    Use more specific colour language (include tints and shade, complementary and contrasting colours)    | Create printing blocks using  a  relief  or impressed method    Create repeating patterns and block rotation    Print with two colour overlays | Use a variety of techniques, e.g.  printing, dyeing, weaving and  stitching to create different textural effects    Match the tool to the material    Develop skills in stitching, cutting  and joining    Experiment with paste resist. | Plan, design and make models  from observation or imagination Join clay adequately and construct  a simple  base for extending and  modelling other shapes Make simple coil potsCreate surface patterns and  textures in a  malleable material such as clay   Use  papier mache to create a  simple 3D object  | Experiment with a range of collage techniques such as tearing,  overlapping and  layering  to  create images and represent  textures    Use collage as a means of  collecting ideas and information  and building a visual vocabulary |

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| **Art and** **Artists** | **Year Three****Julian Opie** | **Year Four****Darrell Wakelam****Andy Warhol****Angela Haseltine Pozzi** |  |
| **Assessment****Year Three** | **Children working** **above average:** |  |
| **Children working** **below average:** |  |
| **Assessment****Year Four** | **Children working** **above average:** |  |
| **Children working** **below average:** |  |

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| **Year Five and Six** | **Exploring and Developing Ideas** | **Evaluating and Developing Work** |
| **ART and DESIGN CURRICULUM 2014** | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | Compare ideas, methods and approaches in their own and others’ work and say what they think and  feel about them.  Adapt their work according to their views and describe how they might develop it further. Be aware of progress. in own sketchbooksAnnotate work in sketchbook. Use and pass on sketch books for awareness of progress |

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| **Drawing** | Lines, Marks, Tone, Form and Texture | Perspective and Composition |
| **Work from a variety of sources including observation,** **photographs and  digital images.** **Work in a sustained and independent way to create****a  detailed drawing.** **Develop close observation skills using a variety of view finders.****Use a sketchbook to collect and develop ideas.****Identify artists who have worked in a similar way to their own work.** | Use dry media  to make different marks, lines, patterns and shapes withina drawing. (pencils, wax/chalk pastels and pens)Experiment with wet media to make different marks , lines, patterns, textures and  shapesExplore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media. | Begin to use simple perspective in their work using a singlefocal point and  horizon.  Begin to develop an awareness of composition, scale and proportion in  their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings are created ie. Composition. |

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| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D/Sculpture** | **Collage** |
| Record, collect  and store  visual information using digital cameras,  ipads   Present  recorded visual images  using  software e.g. Photostory,  PowerPoint    Use a graphics package to create and manipulate new images    Be able to Import an image  (scanned, retrieved, taken) into a  graphics package     Understand that a digital image is  created by layering    Create layered images from  original ideas (sketch books etc) | Develop a painting from a drawing  Carry out preliminary studies,  trying out different media and  materials and mixing appropriate  colours    Create imaginative work from a  variety of sources e.g.  observational drawing, themes,  poetry, music     Colour  Mix and match colours to create  atmosphere and  light effects     Be able to identify primary,  secondary, complementary and  contrasting colours     | Create printing blocks  by  simplifying an initial sketch book  idea     Use relief  or impressed method   Create prints with three overlays  Work into prints  with a range of  media e.g. pens, colour pens  and  paints   | Use fabrics  to create 3D  structures     Use different grades of threads  and needles    Experiment with batik techniques    Experiment with a range of media  to overlap and  layer creating   interesting colours and textures  and effectsApplying a range of decorative finishesto provide detail and to enhance the textile. | Shape, form, model and construct  from observation or imagination Use recycled, natural and man‐ made materials to create  sculptures Plan a sculpture through drawing  and other preparatory work    Develop skills in using clay inc.  slabs, coils, slips, etc    Produce intricate patterns and  textures in a malleable media | Add collage to a painted, printed  or drawn background    Use a range of media to create  collages    Use different techniques, colours  and textures etc when designing  and making pieces of work    Use collage as a means of  extending work from initial ideas |

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| **Art and** **Artists** | **Year Five****Frieda Kahlo****Georges Seurat** | **Year Six****Pablo Picasso****Stephen Wiltshire** |  |
| **Assessment****Year Five** | **Children working** **above average:** |  |
| **Children working** **below average:** |  |
| **Assessment****Year Six** | **Children working** **above average:** |  |
| **Children working** **below average:** |  |

**IMPLEMENTATION**

**How We Teach**

At William Barnes Primary School, there is dedicated time set aside each half term for the teaching of

Art and Design.

Wherever possible, as in any other subject, processes are modelled for the children and broken down into

learning pieces.

Assessment for Learning Strategies are used throughout lessons to inform children and adults of progress and, in particular, the ‘silent gallery’ approach is used effectively as formative and summative assessment.

**Reading/Vocabulary/Oracy**

Whenever possible, the correct developmental vocabulary is used when discussing techniques, equipment,

process and appreciation within art. As with all of the curriculum, children are encouraged to question new vocabulary at any opportunity. Reading about artists is also valued and there is an art section in the library.

**Long Term Learning**

As a staff, we are committed to the idea of Long Term Learning; skills should be taught and built upon,

revisited and revised to build confidence and aid progress and development.

**Support**

Teachers and Teaching Assistants are aware of children with visual, spatial and fine motor difficulties, all of

which hamper them in 2 and 3D processes. Care is taken to ensure that particular equipment (eg. Grips on brushes/pencils, wearing glasses) is used/ensured when possible to support development.

Support and encouragement is given to children who believe that they are ‘not good at art’ – a belief we try to dissuade through our Growth Mindset ethos.

Effort is made to explain that;

* all outcomes are their best try
* effort is all
* their efforts may not compare with artists who have spent many years perfecting their skills
* comparison between children is not healthy but that comparison of self to self is good

(the ability to look back through an Art and Design Book is important in this respect).

Teaching and Teaching Assistants are also aware of children who are very able in some areas of

Art and Design as they are listed in the able register. Effort is made to stretch these children with more a more challenging aspect of the activity wherever possible.

**Parents:**

* are reported to on an annual basis with an effort and attainment grade and a comment in ‘Curriculum’.
* are encouraged to visit art displays and are offered tours of our Take One Picture Project Display.
* are invited to Family Learning Week activities.
* receive all the children’s artwork

**IMPACT**

**Assessment**

**Summative assessment**

In the Report to Parents, children are given an **Effort** Grade for Art and Design and an **Attainment** Grade which explains whether they have reached the expected standard. There may be a comment in the Curriculum section where there is a particular and relevant point to report.

**Formative Assessment**

AFL strategies are embedded across the school and several strategies / beliefs apply to the teaching

of Art and Design.

* Clear Learning Intentions for the skill being taught and any Success Criteria relevant to processes/skills/understanding.
* The use of visualisers for immediate, within lesson feedback is used throughout the school.
* Random questioning in Art lessons is used to support assessment of understanding and to promote engagement.

**Future Developments**

* Develop the focus on Artists and Designers to include more women and craftspeople.
* Develop the focus on Artists and Designers so that key artists are linked to key.

curriculum foci eg. Pattern / Bridget Riley.

* Develop curriculum depth to include more opportunities for Design and 3D Sculpture.
* Continue to source finance for visiting artists and craftspeople.
* Take opportunities to develop stronger links with the community by engaging with as many

exhibitions as possible.

Russell Field

Art and Design Co-ordinator