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. | | | |
| **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 a  range of  media | **Create closed shapes with continuous lines**  **Beginning to use shapes to represent objects**  Observe and draw shapes from  observations  Draw shapes in between objects  Invent 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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| **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 observations  Ask and answer questions about the starting points for theirwork  Develop 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 work  Use 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/marks  from  observations  Invent new lines  Draw on different surfaces with a   range of  media | Observe and draw shapes from  observations  Draw shapes in between objects  Invent 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  sources  Record visual information  Usingdigital cameras,  ipadsetc  Use a simple graphics package  to create images and effects  with -  Lines by changing the size of  brushes in response to ideas  Shapes using eraser, shape and filltools  Colours and Texture using  Simplefilters to manipulate  and createimages  Use basic selection and  croppingtool | Use a variety of tools and  techniques including different  brush sizes and types  Mix and match colours to  artefacts and objects  Work on different scales  Experiment with tools and  techniques e.g. layering, mixing  media, scraping through  Name different types of paint and  their properties  Colour  Simple colour mixing  Identify primary colours by name  Mix primary shades and tones  Matchingcolourstoartefactsandobjects.  Texture  Create textured paint by adding  sand, plaster | Print with a range of hard and soft  materials e.g. corks, pen barrels,  sponge  Make simple marks on rollers and  printing palettes  Take simple printsi.e. mono - printing  Roll printing ink over found  objects to  create patterns   e.g.  plastic mesh,stencils  Build repeating patterns and  recognise pattern in the  environment  Create simple printing blocks with  press print  Design more repetitive patterns  Colour  Experiment with  overprinting  motifs and colour  Texture  Make rubbings to collect textures  and patterns | Match and sort fabrics and  threadsfor  colour, texture, length,  size andshape  Change and modify threads and  fabrics, knotting, fraying, fringing,  pulling threads, twisting, plaiting  Cut and shape fabric usingscissors/snips  Apply shapes with glue or bystitching  Apply decoration using beads,buttons, feathers, sequins etc  Create cords and plaits for decoration  Colour  Apply colour with printing, dipping,  fabric crayons  Create and use dyes i.e. onion  skins, tea,  coffee  Texture  Create 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 of  malleable media  Manipulate malleable materials  for  a purpose, e.g. pot, tile  (squeezing rolling flattening pinching)  Understand the safety and basic  care of materials and tools  Form  Experiment with constructing and  joining recycled, natural and  manmade materials  Use simple 2‐D shapes to create a  3‐D form  Texture  Change the surface of a malleable  material e.g. build a textured tile | Create images from a variety of  media e.g. photocopies material,  fabric, crepe paper , magazines  etc  Arrange and glue materials to  different backgrounds  Sort and group materials for  different purposes e.g. colour, image  texture  Fold, crumple, tear and overlap  papers  Work on different scales  Colour  Collect, sort, name match colours  appropriate for an image  Shape  Create and arrange shapes  appropriately  Texture  Create, 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 wide  range of  drawingimplements.  Apply a simple use ofpattern and  texture in a  drawing. |

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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 by  making  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 pots  Create 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 sketchbooks  Annotate 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  shapes  Explore 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 effects  Applying 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