

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

## **Generic INTENT**

<b>Vision</b>		<b>Mission</b>
*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	<b>Where every child counts</b>
<b>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.</b>		
<b>Preparing Children for Life</b> We believe that we are preparing children for 21 <sup>st</sup> 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.		
<b><u>Aims and Objectives</u></b> <u>At William Barnes Primary School, we believe that children deserve:</u> <ul style="list-style-type: none"><li>• To be set appropriate and stimulating learning challenges</li><li>• To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li><li>• To be given quality feedback which highlights successes and areas for improvement.</li><li>• To have adults working with them to tackle the specific barriers to progress they face.</li></ul> <u>It is also our aim that :</u> <ul style="list-style-type: none"><li>• Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li><li>• 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.</li><li>• Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.</li></ul>		
<b><u>Knowledge and Skills</u></b> 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.

## OVERVIEW

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

3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Explore colour and colour mixing.</li> <li>Show different emotions in their drawings – happiness, sadness, fear etc.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<b><u>Creating with Materials</u></b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

Drawing	Lines and Marks	Shape	Tone/Texture/Form
<b>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk</b> <b>Control the types of marks made with the range of media</b>	<b>Using increasing detail eg representing a face</b> <b>Use drawing to represent ideas like movement and loud noises</b> Draw on different surfaces with a range of media	<b>Create closed shapes with continuous lines</b> <b>Beginning to use shapes to represent objects</b> 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

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	Year One	Year Two	
	Claude Joseph Vernet	Henri Matisse	Claude Monet	

**Assessment  
Year Reception**

**Children working  
above average:**

**Children working  
below average:**

<b>Year One and Two</b>	<b>Exploring and Developing Ideas</b>	<b>Evaluating and Developing Work</b>
<b>ART and DESIGN CURRICULUM 2014</b>	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work 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

<b>Drawing</b>	<b>Lines and Marks</b>	<b>Shape</b>	<b>Tone</b>	<b>Texture</b>
<b>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk</b> <b>Control the types of marks made with the range of media</b>	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

<b>Digital Media</b>	<b>Painting</b>	<b>Printing</b>	<b>Textiles</b>	<b>3D/Sculpture</b>	<b>Collage</b>
Explore ideas using digital sources	Use a variety of tools and techniques including different brush sizes and types	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Match and sort fabrics and threads for colour, texture, length, size and shape	Manipulate malleable materials in a variety of ways (rolling, impressing with objects and kneading)	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc
Record visual information Using digital cameras, iPad etc	Mix and match colours to artefacts and objects	Make simple marks on rollers and printing palettes	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting	Explore sculpture with a range of malleable media	Arrange and glue materials to different backgrounds
Use a simple graphics package to create images and effects with - <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using Simple filters to manipulate and create images	Work on different scales  Experiment with tools and techniques e.g. layering, mixing media, scraping through	Take simple prints i.e. mono - printing  Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Cut and shape fabric using scissors/snips	Manipulate malleable materials for a purpose, e.g. pot, tile (squeezing, rolling, flattening, pinching)	Sort and group materials for different purposes e.g. colour, image texture
<u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using Simple filters to manipulate and create images	Name different types of paint and their properties	Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print	Apply shapes with glue or by stitching	Understand the safety and basic care of materials and tools	Fold, crumple, tear and overlap papers
Use basic selection and cropping tool	<u>Colour</u> Simple colour mixing Identify primary colours by name Mix primary shades and tones Matching colours to artefacts and objects.	Design more repetitive patterns  <u>Colour</u> Experiment with overprinting motifs and colour	Create cords and plaits for decoration	<u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form	Work on different scales
	<u>Texture</u> Create textured paint by adding sand, plaster	<u>Texture</u> Make rubbings to collect textures and patterns	<u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee	<u>Texture</u> Change the surface of a malleable material e.g. build a textured tile	<u>Colour</u> Collect, sort, name match colours appropriate for an image
			<u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	<u>Shape</u> Create and arrange shapes appropriately	<u>Texture</u> Create, select and use textured paper for an image

<b>Art and Artists</b>	<b>Year One</b> <b>Henri Matisse</b>	<b>Year Two</b> <b>Claude Monet</b>	
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<b>Assessment Year One</b>	Children working above average:	
	Children working below average:	
<b>Assessment Year Two</b>	Children working above average:	
	Children working below average:	



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

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

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

<b>Art and Artists</b>	<p><b>Year Three</b></p> <p><b>Julian Opie</b></p>	<p><b>Year Four</b></p> <p><b>Darrell Wakelam</b> <b>Andy Warhol</b> <b>Angela Haseltine Pozzi</b></p>	
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<b>Assessment Year Three</b>	Children working above average:	
	Children working below average:	
<b>Assessment Year Four</b>	Children working above average:	
	Children working below average:	

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

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

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

Art and Artists	Year Five	Year Six	
	<p><b>Frieda Kahlo</b></p> <p><b>Georges Seurat</b></p>	<p><b>Pablo Picasso</b></p> <p><b>Stephen Wiltshire</b></p>	

<b>Assessment Year Five</b>	Children working above average:	
	Children working below average:	
<b>Assessment Year Six</b>	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

**Approved by the FGB: 22/03/23**

**To be reviewed annually**

**Signed: Karen Wrixon, Headteacher and  
Chris Jones: Chair of Governors**