



Art Policy

Review Details

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1. Overview of School Context

Roe Farm is a primary school for both boys and girls aged 3-11 years. Children come from a range of dual and single parent families and there is a wide variety of differing family backgrounds. The school has an increasing number of children from differing cultural backgrounds and religions although it remains predominantly white with English as their first language. Throughout the school there are a number of children with a range of special needs.

This policy outlines the purpose and nature of Art and Design and states how it is managed in a teaching and learning situation at our school. Within the Early Years Foundation Stage Art and Design is addressed through Expressive Arts and Design (EAD): 'Creating with Materials' and 'Being Imaginative and Expressive'. At Key Stage 1 and 2 Art and Design is a foundation subject within the National Curriculum. We use the Curriculum Companion for Art and Design by Chris Quigley Education to support the teaching of Art and Design.

2. Purpose

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

(National Curriculum, 2014)

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe."

(Statutory Framework for the Early Years Foundation Stage, 2021)

3. Legal Requirements

The Education Act 2002 stipulates that Art and Design must be provided for all registered pupils in state-funded schools in England, including those in the sixth form. The National Curriculum (2014) states the requirements as well as the aspects and areas of Art and Design that should be taught within each Key Stage. A curriculum map has been devised in order to provide a framework for the Art and Design taught within our school.

Pupils of all ages and abilities, and those of special educational needs, whether boys or girls, have equal access to the Art and Design curriculum. Activities are differentiated in various ways to ensure the needs of pupils are best met. Work produced by all pupils is celebrated through display, assemblies and class activities. Children who show particular aptitude are identified, encouraged and given opportunity to flourish.

4. Aims

Through Art and Design at Roe Farm we aim to teach children to:

Respect others	Start a dialogue	Experiment with materials	Observe	Find their voice
Self-evaluate	Make connections	Express themselves	Learn from their mistakes	Clean up
Reflect on their work	Embrace diversity	Persevere	Have an opinion	Appreciate beauty
Break away from stereotypes	Envision solution	Value aesthetics	See another point of view	Innovate

In the EYFS, we aim for all children to achieve the ELG in EAD (Expressive Arts and Design) by the end of their Reception year.

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.

Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

In KS1 and KS2, we follow the National Curriculum for Art and Design and aim to ensure all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art form

Key Stage 1:

Pupils will learn:

- 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:

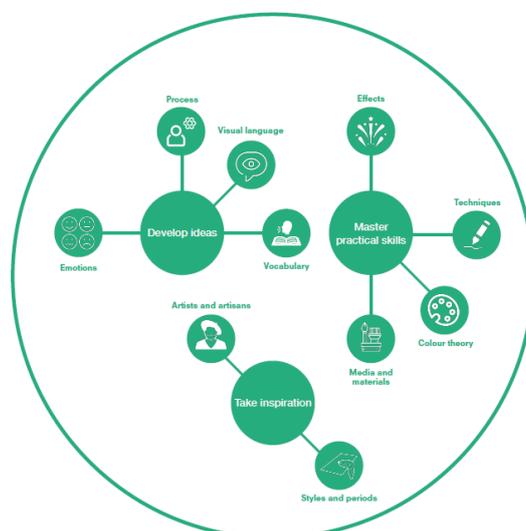
Pupils will learn:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

5. Breadth of Study

At Roe Farm, the Art and Design curriculum has been designed to support pupils to form an Art and Design schema within their long-term memories. An Art and Design schema will be formed by;

- Using concepts as the basis for the schema. The three concepts in Art and Design are:
 - Develop Ideas – Understanding how ideas develop through an artistic process.
 - Master Techniques – Developing procedural knowledge so that ideas may be communicated.
 - Take Inspiration from the Greats – Learning from both the artistic process and techniques of great artists and artisans throughout history.
- Strengthening the schema with knowledge:



- Further deepening connections through POP (Proof of Progress) tasks. Pop tasks are categorised into three cognitive domains: basic, advancing and deep.



Basic tasks

First year of the milestone



Advancing tasks

Second year of the milestone



Deep tasks

Second year of the milestone if a schema is strong

It is not intended that pupils move through the basic, advancing and deep POP tasks within the time-frame of one exploration of the topic. Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this fluidity of the curriculum, the children return to the same concepts repeatedly, and steadily build understanding of them.

In deciding which topics to implement, we considered chronology, contrast and comparison, local art connections, topics covered in other subject areas and the National Curriculum to provide the best breadth of study for our children.

The following table shows the Art and Design topic overview for KS1 and KS2 which includes the movements/topics being studied as well as the focus skills to be practised. Children within the EYFS will be exploring the same key practical skills (paint, collage, sculpture, drawing, print, textiles and digital media) but through play and Planning in the Moment.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Primary Movement/Topic	Weather	In the Dark of Night	The Renaissance	Impressionism	Exploring Expressionism	The Explosion of Pop Art
Artist Spotlight	N/A	N/A	Leonardo da Vinci	Pierre-Auguste Renoir	Henri Matisse	Andy Warhol
Secondary Movement/Topic	Food	The Beauty of Flowers	Abstract Art	Myths and Legends	Art and Religion	The Art of Anatomy
Focus Skills	Painting Drawing Printing Textiles	Painting Drawing Sculpture Collage	Painting Drawing Collage Textiles	Painting Drawing Sculpture Printing	Painting Drawing Collage Textiles	Painting Drawing Sculpture Printing Photography

6. Planning

The Art Curriculum is planned for using the three threshold concepts (develop ideas, take inspiration from the greats, master practical skills). ‘Milestone 1’ is to be used in Y1-2, ‘Milestone 2’ is to be used in Y3-4 and ‘Milestone 3’ is to be used in Y5-6. This allows for opportunities for children to learn and revisit knowledge, use appropriate vocabulary and ensures clear progression of skills being taught. POP tasks can be used to assist with the monitoring and assessment process.

Milestone 1

Develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.



Emotions



Process



Visual language



Vocabulary

Take inspiration from the greats

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.



Artists and artisans



Styles and periods

Milestone 1

Master practical skills

<p>Paint</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary colours. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thicknesses. • Colour (own work) neatly, following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.
<p>Print</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<p>Textiles</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<p>Digital media</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	 <p>Effects</p>  <p>Techniques</p>  <p>Media and materials</p>  <p>Colour theory</p>

Milestone 2

Develop ideas

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.



Emotions



Process



Visual language



Vocabulary

Take inspiration from the greats

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.



Artists and artisans



Styles and periods

Milestone 2

Master practical skills

Paint

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

Collage

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

Sculpture

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.

Drawing

- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

Print

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

Textiles

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

Digital media

- Create images, video and sound recordings and explain why they were created.



Effects



Techniques



Media and materials



Colour theory

Milestone 3

Develop ideas

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketchbook.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.



Emotions



Process



Visual language



Vocabulary

Take inspiration from the greats

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.



Artists and artisans



Styles and periods

Milestone 3

Master practical skills

Paint

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing, based on ideas from other artists.

Collage

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Sculpture

- Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools to carve and add shapes, texture and pattern.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

Drawing

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

Print

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

Textiles

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

Digital media

- Enhance digital media by editing (including sound, video, animation, still images and installations).



Effects



Techniques



Media and materials



Colour theory

In addition to the topics set, there will also be opportunities to engage with relevant local art in line with National Curriculum expectations.

Roe Farm will also have Art and Design themed days once every 4 years (approximately) which will raise the profile of Art and give opportunities to assess retention and progression of knowledge. These days will also provide opportunities for intra-curricular links to strengthen the schema being taught.

7. Curriculum Time and Provision

FS1: Art and Design (EAD) is taught continuously within the Nursery environment. This is mainly through the use of a creative area where children have access to all materials needed to form basic skills in drawing, painting, collage, sculpture, digital media, textiles and print.

FS2: Art and Design (EAD) is taught continuously within the Reception environment. This is mainly through the use of a creative area where children have access to all materials needed to form basic skills in drawing, painting, collage, sculpture, digital media, textiles and print. Children in F2 also take part in a weekly 15 minute Art input.

KS1 and KS2: 20 hours per year. Averaging around one hour per fortnight. Hours are flexible and may be taught weekly, in a block or as part of cross-curricular lessons or activities.

8. Teaching and Learning Styles

At Roe Farm Primary School, we acknowledge the range of learning styles of the children and aim to differentiate teaching styles to meet the needs of the children. We also recognise that children learn at different stages and we provide suitable learning opportunities for all children by matching the tasks to the ability of the child by:

- Setting open ended tasks which allow for a variety of outcomes at different levels.
- Grouping children in ways appropriate to tasks either by ability or by a mixed range of abilities together whilst also allowing them individual opportunities.
- Providing a range of resources to meet the ability and needs of the children, adapting them where necessary.
- Using support staff effectively within the classroom to support the learning and development of the children.
- Providing achievable and realistic goals for the children to achieve, and extending children to a higher level where appropriate.
- As part of our progression model, POP tasks are used which show our curriculum expectations in each cognitive domain and also removes the cap on learning by giving pupils the opportunity to pursue deeper learning in this more fluid system.

9. Resources

Some Art and Design resources are kept within individual classrooms. Other resources are kept in central, locked storage. The store room key can be accessed from the main office. A wide variety of materials and media are available. School staff are able to order extra resources they may need for certain units or skills being taught.

Each child will have their own sketchbook which will follow them through each year group. This will be used to monitor progression of skills and is to be a working document.

10. School Visits and Visitors

Teachers are encouraged to take children on visits to support teaching and learning wherever possible. Visits will be planned in consultation with office staff and risk assessments will be completed to ensure the safety of every child.

Where possible, visitors are encouraged to come to school in order to discuss different aspects of Art and Design at an age appropriate level with the children.

Trips and visitors will be planned for, in advance and in partnership with the subject coordinator, in order to ensure progression throughout the school. Local links are encouraged when taking children on visits and connecting with visitors.

Suggested trips and visitors for Art and Design:

EYFS		KS1		KS2			
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6

11. Assessment and Recording

Assessment can be categorised in two ways; assessment for learning (formative) and assessment of learning (summative):

- Assessment for learning (AFL) is a process by which assessment information is collected and used by teachers to adjust their short term teaching strategies. This might include but not be limited to, pupils' responses to questioning, outcomes from learning tasks, observations or through pupils' self-assessments. This method will form the basis of assessment of Art and Design at Roe Farm Primary.
- Assessment of Learning (AOL) refers to strategies designed to confirm what pupils know. Teacher assessment will be informed by the POP tasks included in the knowledge webs and the threshold milestones. Teachers will also be able to judge progression of skills based on an annual assessed portrait in children's sketchbooks.

In line with our school's assessment policy teachers will record, at the end of each academic year, how well pupils have progressed towards the Art and Design Milestones on OTrack. This will be shared with parents in their end of year report and with the next year group during transition.

Assessment of children's learning will also be continuous and centred on professional judgements made by teachers when observing, questioning and marking. Children will be encouraged to evaluate their own achievements and progress at intervals. Parents will be informed of pupil's progress during termly parent's evening meetings.

12. Monitoring and Assessment of Art and Design Within School

Monitoring of Art will take place in line with the schools monitoring policy. This will be conducted by the subject leaders with the support of SLT. It should include the following each term:

- Learning Walk
- Book Look
- Pupil Discussions
- Planning Review (Termly evaluations)

Each year the subject leader should also:

- Review and audit art resources
- Analyse milestone/curriculum coverage
- Conduct CPD audit and arrange training where required
- Review subject action plan and report to Curriculum Leader and Governors
- Engage with Link Governor when required, including an annual subject progress review meeting.

13. Related Policies

This policy should be viewed in partnership with the following additional policies:

- Curriculum Policy
- Monitoring Policy
- Behaviour Policy
- Equal Opportunities Policy
- Anti-Bullying Policy