

Review: September 2021

# GREAT CHART PRIMARY SCHOOL

## ART POLICY

September 2020



*Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.*

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‘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

## **INTENT**

At Great Chart Primary School we believe that Art and design needs to be taught as a subject for children to express their own individual ideas, in its own right, through problem solving and resilience thus children will develop their confidence. However, it can be used to enrich and extend the teaching of other subjects.

The core curriculum for art and design aims to ensure that all pupils:

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

## **IMPLEMENTATION**

### **TEACHING OF ART**

#### **Foundation stage pupils should be taught:**

Expressive arts and design

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

ELG 16 Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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ELG 17 Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Key stage 1 pupils should be taught:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**Key stage 2 pupils** should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

**Effective Learning Opportunities for all Children**

At Great Chart teaching will ensure that art is accessible to all children by planning art and design that:

- Is challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivates children, enabling them to understand and review their own learning;
- Caters for children's diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of children;
- Differentiating work through activities and expected outcomes;
- Works with other adults to support all ability groups.

## **Planning and Implementing the Great Chart Art Policy**

Termly curriculum maps will feed into mid-term planning focussing on the art process to be completed on art planning sheets (Exploration of art and artists – Developing ideas – Creating – Evaluating and improving). Great Chart Primary School builds on the skills from the updated national Curriculum (2014) (See appendix 1) and all teachers link these skills with their year group's topic, enabling cross curricular links which are mutually enriching. Progression is ensured by building on knowledge, skills and understanding achieved by individual children.

## **Resources**

Resources are ordered by each year group, as part of their year group budget, in respect of the units of work planned. Each year group will be in charge of keeping and managing their own resources. In addition to this the art cupboard is equipped with specialist equipment in organised boxes that can be used for a unit of work and must be returned. If any equipment is damaged or is in need of replenishing the art leader should be notified. The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment.

The outside art area is also available for use, with art materials in the storage box, but must be left tidy and used by children only under the supervision of art monitors during break-times.

## **IMPACT**

Art leader will monitor planning and work samples to ensure progression of skills and even coverage of art techniques throughout the child's art journey at Great Chart.

## **Record Keeping and Assessment**

Examples of children's work, including sketchbooks, will show individual progress. Children will be given opportunities to self-assess their work as well as being given feedback from the teacher. We will develop a school portfolio containing examples of pupils work representing key aspects of art activities for each year group. Each teacher will pass the portfolio with samples of work, for their class, on to the next teacher each year. This will form the basis of agreed standards achieved. Teachers will use Target tracker to assess the children's progress each year - the following teacher will make use of this in order to inform their planning for the class for the next academic year.

## **Review**

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning

- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every year. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

## APPENDICES

1

Great Chart Primary School

Curriculum Skills Map Art



September 2019

We aim to provide creative and co-operative ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21<sup>st</sup> Century. We believe that a curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills.

Teaching and learning within our school, as far as possible, is taught through a cross curricular approach to enable the children to make connections between their learning, leading to a deeper learning experience. Links are made wherever possible between subjects, however we recognise that Science, PE and RE will often need to be taught in a discreet manner.

Curriculum Skills Map- Art- Year 1			
Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> <li>• Can they express their feeling through drawing?</li> <li>• Can they create moods in their drawings?</li> <li>• Can they draw lines of different shapes and thickness, using different grades of pencil?</li> <li>• Can they interpret an object through drawing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they express their feelings through painting?</li> <li>• Can they interpret an object through painting?</li> <li>• Do they have an understanding of basic colour theory?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise different marks through printing with different objects?</li> <li>• Can they repeat a print to make a pattern?</li> <li>• Can they apply drawing skills to print?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave a pattern?</li> <li>• Can they identify when patterns are used in textile design?</li> </ul>
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Can they recognise different textures in different surfaces?</li> <li>• Can they use different materials to create raised texture?</li> <li>• Can they scrunch, roll, shape materials to make a 3D form?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they colour sort materials?</li> <li>• Can they build layers of materials to create an image?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> <li>• Can they recognise the different tools and how to use them?</li> <li>• Can they go back and change their picture?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>• Can they express their feelings about their own piece of art?</li> <li>• Can they express their feelings about a peer's piece of art?</li> </ul>

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<b>Curriculum Skills Map- Art- Year 2</b>			
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Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they understand where they might use different grades of pencil in their drawing and why?</li> <li>• Can they use charcoal and pastels to create different drawing styles?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they use different shading techniques to create different tones?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix paint to explore colour theory?</li> <li>• Can they create shades of a colour?</li> <li>• Can they experiment with watercolour techniques to create different effects?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a repeat print?</li> <li>• Can they create an impression in a surface and use this to print?</li> <li>• Can they find printing opportunities in everyday objects?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through sketches in their sketchbooks?</li> <li>• Can they make links with an artist and show this in their sketchbooks?</li> <li>• Can they use their sketchbooks as a mode to record experimentation?</li> </ul>
3D/ textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Can they mould, form and shape and bond materials to create a 3D form?</li> <li>• Can they using bonding techniques to add parts onto their sculpture?</li> <li>• Can they apply a smooth surface to a sculptural form?</li> <li>• Can they add line and shape to their work?</li> <li>• Can they bond fabrics together?</li> <li>• Can they build an image using fabrics?                             <ul style="list-style-type: none"> <li>• Can they create a large scale textile or sculpture piece through class collaboration?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they interpret an object through collage?</li> <li>• Can they use different kinds of media to embellish and add details on their collage and explain what effect this has?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a picture independently?</li> <li>• Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>• Can they edit their own work?                             <ul style="list-style-type: none"> <li>• Can they change their photographic images on a computer?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they make links to an artist to inspire their work?</li> <li>• Can they make topic links to their art?</li> <li>• Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> </ul>

<b>Curriculum Skills Map- Art- Year 3</b>			
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Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they use their sketches to develop a final piece of work?</li> <li>• Can they use drawing as a tool to express and idea?                             <ul style="list-style-type: none"> <li>• Can they use different shading techniques to give depth to a drawing?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix a range of colours in the colour wheel?</li> <li>• Can they identify what colours work well together?</li> <li>• Can they create a background using a wash?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with layered printing using 2 colours or more?</li> <li>• Can they understand how printing can be used to make numerous designs?</li> <li>• Can they transfer a drawing into a print?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they suggest improvements to their work by keeping notes in their</li> </ul>

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<ul style="list-style-type: none"> <li>• Can they use different shading techniques to create texture in a drawing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of brushes to create different effects?</li> </ul>		<p>sketch books?</p>
<b>3D/ textiles</b>	<b>Collage</b>	<b>Use of IT</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• Can they add layers onto their work to create texture and shape?</li> <li>• Can they work collaboratively to create a large sculptural form?</li> <li>• Can they use fabrics to build an image?             <ul style="list-style-type: none"> <li>• Can they add detail to a piece of work?</li> <li>• Can they add texture to a piece of work?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they overlap materials?</li> <li>• Can they use collage as a tool to develop a piece in mixed media?</li> <li>• Can they use collage to create a mood boards of ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they combine digital images with other media?</li> <li>• Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>• Can they use the web to research an artist or style of art?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare the work of different artists?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they communicate what they feel the artist is trying to express in their work?</li> <li>• Can they communicate what they are trying to express in their own work?</li> </ul>

<b>Curriculum Skills Map- Art- Year 4</b>			
<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Sketch books</b>
<ul style="list-style-type: none"> <li>• <b>Can they experiment with drawing techniques to support their observations?</b></li> <li>• Can they create a sense of distances and proportion in a drawing?</li> <li>• Can they use experimental drawing techniques to create atmosphere in a drawing?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand the different properties of different paints?</li> <li>• Can they create mood in a painting?</li> <li>• <b>Can they use shade to create depth in a painting?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore a variety of printing techniques?</li> <li>• Can they create an accurate print design?</li> <li>• <b>Can they use printmaking as a tool with other medias to develop a final outcome?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>• Can they produce a mood board to inspire and influence their work?</li> <li>• <b>Do they use their sketch books to adapt and improve their original ideas?</b></li> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> <li>• Do they evaluate their learning and record in sketchbooks?</li> </ul>
<b>3D/ textiles</b>	<b>Collage</b>	<b>Use of IT</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• Can they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they take a 2D drawing into a 3D form?             <ul style="list-style-type: none"> <li>• Can they shape using a variety of mouldable materials?</li> <li>• Can they explore a range of textures using textiles?</li> </ul> </li> <li>• Can they transfer a drawing into a textile design?             <ul style="list-style-type: none"> <li>• Can they use artists to influence their textile designs?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they overlap materials?</li> <li>• Can they use collage as a tool to develop a piece in mixed media?</li> <li>• Can they use collage to create a mood boards of ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they present a collection of their work on a slide show?</li> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare the work of different artists?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they see how art can change over time?</li> <li>• Can they communicate what they feel the artist is trying to express in their work?</li> <li>• Can they communicate what they are trying to express in their own work?</li> </ul>

Curriculum Skills Map- Art- Year 5			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they experiment with drawing techniques to support their observations?</li> <li>• Can they create a sense of distances and proportion in a drawing?                             <ul style="list-style-type: none"> <li>• Can they use line to create movement in a drawing?</li> </ul> </li> <li>• Do they understand how drawing skills can support other medias?                             <ul style="list-style-type: none"> <li>• Can they develop a series of drawings that explore a theme?</li> </ul> </li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand the different properties of different paints?</li> <li>• Can they create a range of shades using different kinds of paint?                             <ul style="list-style-type: none"> <li>• Can they create mood in a painting?</li> </ul> </li> <li>• Can they use shade to create depth in a painting?                             <ul style="list-style-type: none"> <li>• Can they identify different painting styles and how these have artists are influenced by these styles over time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they print using a variety of materials?</li> <li>• Can they create an accurate print design that reflects a theme or ideas?</li> <li>• Can they make links with printmaking and other medias to help develop their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Can they use their sketchbooks as a mode to record the learning journey?</li> <li>• Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment?</li> <li>• Can they use their sketchbooks to build and record their knowledge?                             <ul style="list-style-type: none"> <li>• Can they compare sketchbook ideas and give supportive and constructive feedback on peers development?</li> </ul> </li> </ul>
3D/ textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Can they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they take a 2D drawing into a 3D form?                             <ul style="list-style-type: none"> <li>• Can they shape using a variety of mouldable materials?</li> </ul> </li> <li>• Can they interpret an object in a 3D form?                             <ul style="list-style-type: none"> <li>• Can they explore a range of textures using textiles?</li> <li>• Can they transfer a drawing into a textile design?</li> <li>• Can they experiment with different ways of exploring textiles?</li> <li>• Can they use artists to influence their textile designs?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they overlap materials to build an image?</li> <li>• Can they use collage as a tool to develop a piece in mixed media?                             <ul style="list-style-type: none"> <li>• Can they use collage to create a mood boards of ideas?</li> </ul> </li> <li>• Can they combine pattern, tone and shape in collage?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> <li>• Can they scan images and take digital photos, and use software to alter them, adapt them?</li> <li>• Can they create digital images with animation, video and sound to communicate their ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class?</li> <li>• Do they critic each other's work as a way of developing and supportive each other's ideas?</li> <li>• To they understand how different medias can be combined and work together?</li> <li>• Do they know to develop an idea through exploration and experimentation?</li> </ul>

Curriculum Skills Map- Art- Year 6			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Do their sketches communicate ideas and convey a sense of individual style?</li> <li>• Do their drawings show a strong understanding of how to use shading techniques to create depth and tone?</li> <li>• Do they know when to apply different drawing techniques to support their outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what their own style is?</li> <li>• Can they use a wide range of techniques in their work and explain why they have chosen these techniques?</li> <li>• Do they have a strong understanding of colour theory and how to use it to create a balanced painting?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they overprint using different colours?</li> <li>• Can they identify different printing methods and make decisions about the effectiveness of their printing methods?</li> <li>• Do they know to make a positive and a negative print?</li> </ul>	<ul style="list-style-type: none"> <li>• Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas?</li> <li>• Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their</li> </ul>

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<ul style="list-style-type: none"> <li>• Can they create accurate and experimental drawings?</li> <li>• Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques?</li> </ul>			<p>sketch books?</p>
<p>3D/ textiles</p>	<p>Collage</p>	<p>Use of IT</p>	<p>Knowledge</p>
<ul style="list-style-type: none"> <li>• Can they create models on a range of scales?</li> <li>• Can they create work which is open to interpretation by the audience?</li> <li>• Can they include both visual and tactile elements in their work?</li> <li>• Do they know the properties of a wide range of different sculptural materials and how to use them?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they justify the materials they have chosen?</li> <li>• Can they combine pattern, tone and shape?</li> <li>• Can they use collage as a tool as part of a mixed media project?</li> <li>• Can they express their ideas through collage?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use software packages to create pieces of digital art to design?</li> <li>• Can they create a piece of art which can be used as part of a wider presentation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a record about the styles and qualities in their pieces?</li> <li>• Can they say what their work is influenced by?</li> <li>• Can they include technical aspects in their work, e.g. architectural design?</li> <li>• Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles?</li> </ul>