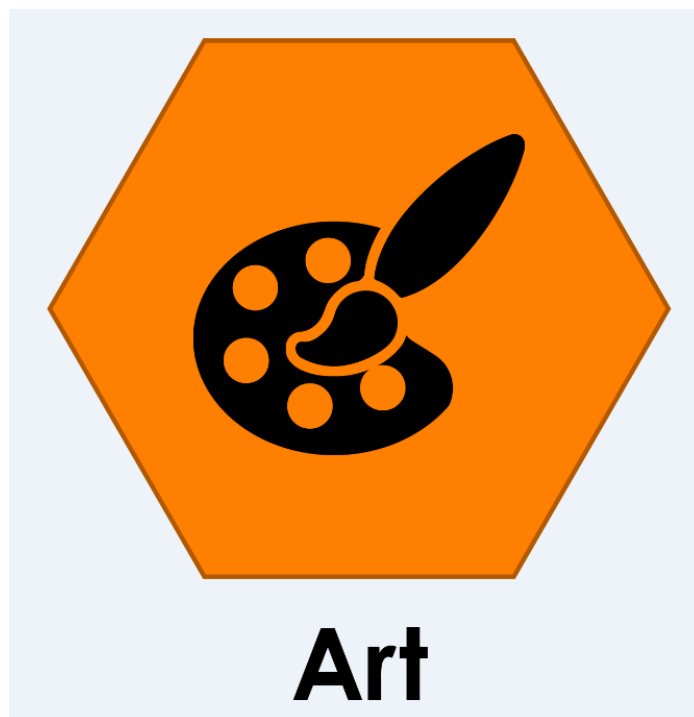


St Mary's Fields Primary School



Art & Design POLICY

Policy Date:	March 2021	Version: Summer Term 2021 (1) – Helen Nott – Subject Lead		
Policy Review Date:	March 2023	Mrs R Dulieu (Head teacher)	<i>R.L. Dulieu</i> Signature	12/04/21 Date
Ratified by Governing Body:				
Name: Raj Gill-Harrison		Signature		Date

1. Curriculum Intent - Art & Design Curriculum Intent:

Where adults whole-heartedly accept children's creations and help them to see them as something unique and valuable and where the processes involved in the creation are recognised as the key to the child's ability rather than a judgement of the final product. Where children develop a love of art and are inspired by a knowledge rich curriculum that allows them to learn from the work of others, and allows them to learn and practice new skills whilst exploring and developing their ideas.

The Art & Design Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Supports the acquisition of new language through the explicit teaching of vocabulary.
- Ensures the children have the opportunity to make links within the subject, across subjects and to prior learning.
- Exposes children to a broad range of memorable experiences beyond the classroom, inspiring our pupils to build a wider cultural capital and support their learning of new vocabulary.
- Provides the opportunity for children to learn more about their own culture and that of others.
- Teaches children to not only have a voice, but also to use it in order to enquire, challenge and communicate their ideas and opinions.
- Supports children to develop skills of enquiry, creativity and evaluation
- Develops children's subject specific skills
- Requires children to develop skills to work collaboratively and independently in order to achieve better outcomes.
- Develops the child's key characteristics, which are essential for learning and living.

2. Organisation and planning - Implementation of the Art Curriculum

Lessons are designed to ensure full coverage of the expectations set out in the Early Adopters EYFS Curriculum Framework and the National Curriculum and offer the opportunity for both knowledge and skills progression. Children are encouraged to develop their emotional expression through their artwork and be able to analyse their own work and that of others. The Curriculum is planned to develop the child's vocabulary by learning the technical language of art – ensuring the knowing, applying and understanding of these terms. It also ensures that pupils are taught to apply their character education work in their lessons, encouraging them to apply these to their work by developing their understanding of their character muscles.

The knowledge and skills progression map for Art & Design (**Appendix A**) is organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is thematic, creative, broad and makes links to other subjects.
 - How the curriculum suits the local needs – The School is part of the City Classroom Network in which staff receive CPD opportunities through The Mighty Creatives and the children benefit from the schools links with The Sparks Arts for Children.
 - How the skills and knowledge are designed, delivered and sequenced, considering the planning of Art & Design through the use of the Knowledge Organisers as our planning documents.
 - That the children have access to high quality resources, tools and well stocked materials to enable effective curriculum delivery.
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3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](#).

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Subject Leaders

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Subject Monitoring arrangements



Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year Governor’s Reports and Subject Action Plans and looking at subject data and outcomes.
- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, in sketchbooks and scrapbooks, etc. Staff & pupil interviews to get the teachers and children’s opinions, which support measuring the impact.
- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years. At every review, the policy will be shared with the governing board.

7. Links with other policies

This policy links to the following policies and procedures: The Assessment Policy & the Teaching & Learning Policy.

Appendix A = Progression & Skills Map for Art & Design – pages 4 - 7

  Art	<p>Art & Design Curriculum Intent: Where adults whole-heartedly accept children's creations and help them to see them as something unique and valuable and where the processes involved in the creation are recognised as the key to the child's ability rather than a judgement of the final product. Where children develop a love of art and are inspired by a skills and knowledge rich curriculum that allows them to learn from the work of others, whilst allowing them to learn and practice new skills and by exploring and developing their ideas.</p> <p>Implementation: Lessons are designed to ensure coverage of the expectations set out in the 2020 Early Adopters EYFS Curriculum Framework and National Curriculum and offer the opportunity for both knowledge and skills progression. Children are also encouraged to develop their emotional expression through their artwork and analyse their own work and that of others, increase their vocabulary by learning the technical language of art – knowing, applying and understanding these terms but by also applying their character education to their work by developing their character muscles.</p> <p>Impact: Art & Design is a subject that is enjoyed by teachers and pupils, there is a continued interest in the subject and new learning builds upon existing skills and knowledge. There is a higher expectation from teachers and they are confident in their teaching and the quality and quantity of evidence is better presented. Pupils are proficient in a range of techniques and use the language of art, craft & design. Pupils are able to speak confidently whilst evaluating & analysing their own work and that of others. Pupils know about great artists, craft makers & designers and know how art & design both reflect and shape history and contribute to culture & creativity.</p>							
Art & Design Progression & Skills Map	EYFS F1 curiosity	EYFS F2 imagination	Year 1 imitation	Year 2 risk taking	Year 3 resilience	Year 4 perseverance	Year 5 improving	Year 6 confidence
EYFSP & Dev. Matters & National Curriculum	<p><u>Expressive Art & Design – ELG's:</u> <u>2020 New Early Adopter Curriculum =</u> <u>Creating with materials:</u></p> <ul style="list-style-type: none"> They safely use and explore a variety of materials, tools & techniques, experimenting with colour, design, textures, form & function. They share their creations, explaining the process they have used. <p><u>EYFS 2012 (Previous) Curriculum ELG =</u> <u>Being Imaginative and Expressive:</u></p> <ul style="list-style-type: none"> <i>Children use what they have learnt about media & materials in original ways, thinking about uses & purposes.</i> <i>They represent their own ideas, thoughts & feelings through art.</i> 		<p>Key Stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting & sculpture to develop and share their ideas, experiences & imagination. To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space. To learn about the work of a range of artists, craft makers & designers – describing the differences & similarities between different practices & disciplines and making links to their own learning. 		<p>Key Stage 2 Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art & design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint & clay). To be taught about great artists, architects and designers in history. 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 & design. <p>By the end of Year 6 pupils should:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting & sculpture and other art & craft techniques. Evaluate & analyse creative works using the language of art, craft & design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 			

Exploring and Developing ideas – producing creative & imaginative work	Children are supported in making things they want to create – self-selection & choices of resources are available.	New techniques are demonstrated and taught. Such as paint mixing, combining & joining different media & creating new effects.	Children are given the opportunity to learn from the works of others – famous artists, craft makers, architect & designers from different times and cultures. Explore ideas and develop new skills.	Children are exposed to a wider range of artists throughout history. Study and learn new techniques & processes. Respond positively to a starting point & begin to adapt and refine ideas.	Continue to study the works of others – so they have more opportunity to offer an opinion & begin to compare and contrast artists work. Collect & develop ideas in a sketch book exploring ideas.	Use inspiration to replicate a piece of famous art work – reflecting on the work inspired by a famous notable artist – referring to their techniques & effect. Make thoughtful observations.	Expand the knowledge further by looking at a wider range of artists, such as architects, designers and craft workers. Practice and share ideas with others, give and receive feedback	To improve their mastery and improve techniques demonstrating proficiency. Uses language to demonstrate knowledge & understanding. Is able to think critically, to analyse.
Drawing	Nursery - 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. - Show different emotions in their drawings and paintings, like happiness, sadness	Reception – - 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.	Portraits & People – PSHE link - What makes me unique & Families - portraits & self-portraits. Using mirrors and photos. Using different media; pencil, crayon, pastels, charcoal, felt tips & ball point pens.	Georgia O'Keefe – Flowers – still life view finders – space & gaps – to look at a small section & reproduce on a larger scale Henri Rousseau – Drawings of animals inspired like Rousseau from books (Science)	Bradgate Park – History Link - Landscape sketching – charcoals & chalks, pastels. Contrast – look at cityscapes. Using sketch books to record from first hand experiences, refining & altering sketches	Sketching – Sunflower (Van Gogh) -still life – shading techniques – experimenting with various pencils of different hardness, to create line, tone, texture, shading, light & shadow effects.	Sketching interesting local buildings and landmarks in the town centre, relating to local architects that have been studied. Sketching – line /perspective Links to Geography & History.	Sketching shadows (Science link) – Highlights – shading – reflection, depicting perspective & movement - value – light / dark by adding effects – sketching pencils
Painting	Nursery - Explore colour and colour mixing.	Reception – They return to exploring what happens when they mix colours, refining a variety of artistic effects to express their ideas and feelings – Building on prior learning, refining ideas and developing their ability to represent them.	Autumn Portraits – developing the colour mixing – tertiary colours, shades & tones – adding white and black & warm/cool to mix skin tones, eye & hair colour.	Experimenting with different paints, brushes and brush strokes. Water colours and ready mixed paints and other tools. Creating palettes of colour mixing – naming new shades	Cave Paintings – linked with The Stone Age (History) Monet – Impressionist – landscapes - value – light/dark – pupils in the class to take a section to paint.	Van Gogh – ‘Starry Night’ & ‘Sunflower’ Use a developed language for colour and use a palette, building on layers and textures with a variety of paints, brushes & tools.	Pop art – paint with dots - Lichtenstein – (British/Female – founder of British Pop Art – Pauline Boty) or compare dot art with Georges Seurat – ‘Sunday afternoon on the Island of La Grande Jatte’ & Royal Portraits – Francisco de Goya (Spanish) Royals	Compare & Contrast – Abstract & colours Jasper Johns & Frank Bowling . Create a visually interesting piece in the style of one of these abstract artist.

Sculpture	Nursery - 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.	Reception – They return to exploring different materials freely, refining a variety of artistic effects to express their ideas and feelings and deciding what to make – Building on prior learning, refining ideas and developing their ability to decide on which materials to use. Refine joining skills - Create collaboratively, sharing ideas, resources and skills.	Clay sculptures – Nature - working with texture & form – autumn theme. Manipulating clay, joining and extending where necessary. Plan, design & make the model.	Mini beasts – made from recycled materials – junk modelling. Joining techniques, using manipulative skills & resources– linked with Science, DT & PSHE Recycling.	Clay – Roman pots & coins. History Link Research, plan, design and make. Developing skills from Y1 – including joining sections and decorating with texture.	Brendan Jamison - History Link - Pyramid – made from sugar cubes – using a variety of media to construct experimenting with different joining techniques.	Pablo Picasso – Sculptor – phases in life / moods – Paintings to inspire sculpture – The Blue Period – Face Mask? 3D & The Rose Period (PSHE link) – A Pink Rose? 3D Mod rock/Mache	Alexander Calder – wire work – metal mobiles Alberto Giacometti – wire sculptures – humans & dogs Keith Haring – abstract Sculptor – paper folding
Craft skills - Collage- Textiles Weaving - Printing Photography & Digital Artwork	Nursery - 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.	Reception – They return to exploring different materials and textures freely, refining a variety of artistic effects to express their ideas and feelings and deciding what to make – Building on prior learning, refining ideas and developing their ability to decide on which materials to use and represent them.	Piet Mondrian – lines of various thickness/ rectangles – collage lines / shapes & various colours. Wassily Kandinsky – circles / repeated patterns / printing Henri Matisse – Collage – Drawing with scissors symmetry – Maths link	Gunta Stolzi – Weaving, paper & then fabrics. William Morris – Printing – making wrapping paper – like his wallpaper Computing link – digital media “We are painters” & Digitally enlarge Georgia O’Keefe art work to paint.	DT links – making bags, purses & pencil cases – links to recycled materials (Michelle Reader) / Textiles using cutting & stitching - designs in the sketch book. Roman mosaic tiles (DT link) – design on squared paper. Made & Grouted- History Link	Silhouettes – uses ICT – Computing Links - taking photographs and take black & white profile pictures – and printing/photo copying these – creating a positive/negative space – Egyptian Art – History Link	Street Art – Is graffiti street art or vandalism? Banksy (English) – v’s Hokusai (Japanese) PSHE link. Photograph local graffiti in order to debate the street art or vandalism enquiry question. Photography & Digital Art	Jasper Johns – abstract American artist –print / art that inspired pop art. Andy Warhol – American (History link) – Printing / digital media. Pop Art Compare with David Hockney (British) Pop Art Digital Art
Knowledge of famous artists, designers, architects & craft makers and understand the historical and cultural development of their art forms	They are offered pictures of objects, real objects, photographs & examples of artwork to inspire & to help pupils. *Encourage them to ask for resources.	Jackson Pollock – use of paint Paul Klee – uses of shapes / shapes & stencils to make pictures, block print model/sculpture – junk modelling Henri Matisse – The Snail - collage Ustad Ahmad Lahouri – architect Taj Mahal	They use the inspiration from others to create their own work. Piet Mondrian – lines / rectangles Wassily Kandinsky – circles Matisse – Collage – Drawing with scissors (art history – artists own history)	Gunta Stolzi William Morris Georgia O’Keefe Henri Rousseau (All of which have interesting life stories to inspire pupils to take risks) PSHE Links	Leicester Artist – Michelle Reader – reuses waste materials – sculptor –PSHE - develop joining techniques Stone Age Cave Paintings – 1 st Art Romans / Rome History Link – Great Italian artists & Sculptors. -Geography Link	Gustav Klimt – symbolism – heroes, women, animals, landscape – love, death, sin, religion, disease ‘The Kiss’ – Portrait of Adele Bloch Bauer 1/11 worth \$135 m -RE & PSHE link	Local Link – Geography Leicester architects – William Keay – Holy Apostles Church – Arthur Wakerley - The Turkey Café / Belgrave Community Centre & Wakerley Council Houses	Frank Bowling – Abstract Art – Tate Gallery – artwork represents personal memories – free hand dripping, spilling & pouring Anish Kapoor – Tate Modern – Abstract Sculptor – large scale

Key Vocabulary/ Technical vocabulary – know, use, apply and understand	Jump, stack, build, squeeze, sprinkle, throw, spread, mix, paint, brush, drip, glue, tape, tear, join, paper, box, material, string, ribbon, colour, white, black, grey, red, yellow, blue, orange, green, purple, brown. (PSHCE – emotions)	Wet, dry, flaky, smooth, shiny, rough, jagged, prickly, flat, soft, hard, bumpy, fluffy, hot, cold, warm, cool, sticky, collage, glitter, Play dough, sand, flick, splatter, drip, spots, splash, print, pattern, patterned, repeated pattern	Primary/ secondary colours, neutral, line, fixed, thin, thick, shape, flat, tone, outline, solid colour, mix, mixed, straight, horizontal, vertical, square, rectangle, sides, corners, circles	Weaving, dyeing, textiles, fabrics, woven, placemat, loom, alternate, over, under, decoration, decorative, stitching, pattern, fix, arrange, print, repeat, texture, tessellate, symmetry, cover, still life, enlarge,	Landscapes, cityscapes, background, middle ground, fore ground, fresco, abstract, blend, tone, architect, sculptor, combine, connect, join, brim, edge, trim, carve, cast, mould, sculpt	Sketching pencils, hard – soft – shading, texture, light, shadow, construct, join, pyramid, blocks, substance, paste, stable, space – positive, negative, silhouette, symbolism, gold, valuable, incorporates	Local, landmarks, architect, design, structure, building, façade, Pop art, dots, phases, moods, period, street art, graffiti, vandalism, enquiry, debate, discuss, argue, appeal, spray can, consequences, mod rock, Mache	Mastery, proficient, critically, critic, critique, analyse, shadows, depicting, perspective, value, compare, contrast, abstract, mobile, digital media, large scale, personal.
Evaluating and analysing their own work and that of others	Nursery - They come back to their work – adding & adapting. Saying -“I wonder what will happen if I ...” “I like how I” “I like how ‘they’” “I can’t ... (yet)” “Next time I will” Ask them if they like or are happy with their work, encourage them to express an opinion about others work and of pictures, photographs & objects – ask them to talk about what they see or think about artwork.	Reception – They continue to come back to their work – adding & adapting, refining it as they go along - They are encouraged to think about how they feel about their own work and that in paintings & of sculptures that are unfamiliar to them & talk about them & express an opinion. Take photographs of their own work and the work their friends do /make or build and display them – discussing what they like, don’t like or would change.	They begin to compare their own work to that of the work of others they have studied. They learn the new vocabulary and begin to use it to demonstrate their knowledge & understanding. They are able to express an opinion about their own work and that of others.	They make links & comparisons between their own work and that of others they have studied. They use the vocabulary that they have been taught in their own descriptions, explanations and comparisons to demonstrate their knowledge & understanding. They can describe their own work. They can express an opinion. They can use inspiration to create their own work.	They compare ideas, methods and approaches they have selected in their own work compared to that selected by others, saying what they think and feel about it. They adapt their work according to their views and can describe how they may develop it further.	They continue to develop their evaluating and analysing skills. They are able to compare ideas, methods and approaches in their own and others work. Describe how they may develop their work further. They are able to annotate their work in their sketchbooks, recording their ideas, thoughts and feelings.	They confidently make links & comparisons between their own work and that of others they have studied. They confidently use the vocabulary that they have been taught in their own descriptions, explanations and comparisons to demonstrate their knowledge & understanding. They can describe their own work. They can express an opinion. They can use inspiration to create their own work.	They confidently make links & comparisons between their own work and that of others they have studied. They confidently use the vocabulary that they have been taught in their own descriptions, explanations and comparisons to demonstrate their knowledge & understanding. They can critically describe their own work. They can express a reasoned opinion. They can use inspiration to create their own work.
Recommended Artists, Sculptors, Craft workers, Architects & Designers	Eric Carle – ‘Brown Bear’ – colours - Polar Bear / Hungry Caterpillar & Illustrations from other books Photographs of real things for inspiration – photos of other pupils work/builds/makes to inspire the work of others.	Jackson Pollock Paul Klee Henri Matisse Ustad Ahmad Lahouri	Piet Mondrian Wassily Kandinsky Henri Matisse	Gunta Stolzi William Morris Georgia O’Keefe Henri Rousseau	History and Geography links Michelle Reader studied at DeMontfort University	Gustav Klimt Brendan Jamison Vincent Van Gogh	Lichtenstein Georges Seurat Francisco De Goya Pablo Picasso Banksy Hokusai William Keay Arthur Wakerley	Jasper Johns Frank Bowling Alexander Calder Alberto Giacometti Keith Haring Andy Warhol David Hockney Anish Kapoor