

Whitstable & Seasalter Endowed Church of England (Aided) Junior School



Art and Design Policy

This policy reflects our schools vision

LET YOUR LIGHT *Shine*
Matthew 5:14-16

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Reviewed: December 2022

Date of Next Review: December 2024

Reviewer: Janine Hewitt

Signed: 

Headteacher: Ellen Taylor

Signed:

The policy was approved at a meeting of the Governing Body on

Art & Design

Art, craft and design embody some of the highest forms of human creativity. 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 and the world.

Purpose of study:

Through the teaching of art and design we aim to ensure that all pupils:

- increase their awareness of different kinds of art, craft and design
- produce creative work, exploring their ideas and recording their experiences
- develop personal techniques
- develop control in use of materials
- become increasingly proficient in drawing, painting, printing, sculpture, collage and textiles and digital media
- 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
- develop appreciation and critical awareness of such artists and be confident in expressing their feelings and ideas

Curriculum content

Using the National Curriculum as a guideline, we at The Endowed build upon the skills and concepts developed in Key Stage 1.

The planning cycle has been designed which will ensure progression in key aspects of art and design. This will develop so that pupils extend their skills, knowledge and understanding of processes, materials and the visual elements within their work. The cycle itself is not set in stone but can be changed and adapted along the way to meet the needs of the children, fit into special occasions, local or national events.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges with different resourced;
- using additional adults to support the work of individual children or small groups.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- how to use tools and equipment properly and safely
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint and clay
- to develop and express ideas relating to their and others work

Implementing Art and Design

Each art and design project will be taught weekly, over three half term blocks alternating with Design and Technology.

Breadth and Balance

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. We will ensure that the activities of drawing, painting, printmaking, collage, sculpture, textiles and 3D design are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials. Pupils will develop skills in manipulating a range of art and design media using a diversity of scale. Opportunities will be provided for them to respond to themes and starting points which will be planned to develop skills in systematically applying the visual elements of art.

The study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures, both Eastern and Western will be part of practical art and design activities.

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught creative, imaginative, practical and critical skills.

Cross-curricular Links

Many opportunities will be provided to develop pupils:-

- creative skills.
- knowledge and understanding of the work around them.
- sense of time and place.
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other activities.

Art and design will make a strong contribution to the following cross-curricular themes and aspects:-

- information and communication technology.
- literacy and numeracy.
- the expressive arts.
- citizenship.
- spiritual, moral, social and cultural development.

A two-yearly planning cycle will ensure progression in key aspects of art. This will develop so that pupils extend their skills, knowledge and understanding of processes, materials and the visual elements within their work.

Progression can be achieved by:-

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding.
- increasing the level of challenge and expectation of achievement.
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions.
- deeper contemplation and reflection of their own work and that of others. Increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings.
- record observations and engage in visual investigation.
- design and make images and artefacts.
- explore and experiment with two and three dimensional materials.

Differentiation and Special Needs

All pupils will have access to the curriculum for Art and Design. Careful planning of lesson content for the support of pupils with SEN and AEN, including the very able or talented child, will ensure that they are provided with tasks suitably matched to their ability. Differentiation in art may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support. Special or modified equipment should be provided if needed. Differentiation in many art and design activities will be by outcome. For some pupils, curriculum access will be enabled through the use of modified teaching methods and the deployment of teaching assistants.

Sketchbooks

Each child will have their own sketchbook:

- To record examples of other artists' work and make notes about the artists and their influences
- To record their own opinions about other artist's work
- To practise drawing techniques such as shading, perspective and drawing from different viewpoints.
- To practise certain skills and features, and gather information for use on a larger piece of work.
- To record details about the item being drawn or sketched for future reference.
- To include sketches and working drawings for ideas of things the children want to make.
- To gather information to give specific knowledge of how things are made or work.
- To evaluate their work during the process and evaluate their final piece

Assessment

We will assess children's ability and progress in Art and Design whilst watching them at work, by listening to them assess their own work or that of others, by looking at their sketch books and finished pieces of work. Children will be assessed from their understanding of key elements taught and skills gained. Children's vocabulary and knowledge will be revisited and developed each year as they progress through the Art and Design curriculum.

Children will be actively encouraged to be part of assessment.

By the end of Key Stage 2 pupils at their personal best level, are expected to know, apply and understand the matters, skills and process specified in the relevant programme of study.

Health and Safety

Pupils will be taught to use materials and equipment safely in line with our Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Teachers will ensure that appropriate methods of cleaning waste materials at the end of the lesson are followed, especially important for clay, plaster and dyes. The use of tools and equipment will be closely supervised by teachers and sharp tools will only be introduced appropriately as pupils mature. Secure storage of specialist materials such as glue guns, glues and glaze materials will be provided. Guidance will be provided for parents, when requested on cleaning the spillage of paint from pupils' clothes.

The co-ordinator for Art and Design will support all staff in undertaking risk assessments of activities and plan INSET if necessary for staff in the skills to ensure that pupils can work safely in Art and Design.

Equal Opportunities

All pupils will have equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum.

The learning resource materials used to develop knowledge and understanding will give emphasis to the appreciation of works of art of both male and female artists. Pupils will be introduced to works of art from a wider range of cultures and traditions from around the world and will consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of others within a broader art context.

Staff Development

Training, either in-house or from external advisors, will be provided when and where relevant to support staff in promoting high standards in all aspects of the subject and to develop competence in the use of tools and processes to ensure that good health and safety practice is followed.

Staff to use their own sketchbook to record ideas and demonstrate to the children.

Resourcing

Funding for Art and Design is based upon curriculum needs identified by the teachers and/or a priority within the School Improvement Plan.

Each classroom will be provided with a stock of basic art materials with more specialist media and equipment held in a central store. Class teachers will be responsible for identifying their resource needs and the co-ordinator will regularly audit stocks of materials. Visual reference materials, books, art prints, post cards and other visual aid materials will be catalogued and held in a central store. The co-ordinator will take the lead role in identifying, ordering, efficiently deploying and auditing good quality resources for subject learning.

Review

The effectiveness of the teaching and learning in Art and Design will be regularly monitored by the Art and Design Co-ordinator and the Headteacher. Curriculum plans, samples of children's work, children's sketchbooks, classroom and school displays, discussions with staff and lesson observation will at times be used to evaluate the quality of art and design curriculum in the school. Resources teaching methods and development needs will be evaluated. Priorities for INSET and support will be established. Information from this evaluation will inform the School Improvement Plan.

ART AND DESIGN Long-term plan

	Term 1	Term 3	Term 5
Year 3	<p style="text-align: center;">Unit: 'EXPRESS YOURSELF!'</p> <p style="text-align: center;">Drawing and Painting Artists studied: Van Gogh, Picasso, Frida Kahlo, Paul Gaugin</p> <p>Drawing self-portraits and painting own cubist style portrait</p>	<p style="text-align: center;">Unit: 'STRIKE A POSE'</p> <p style="text-align: center;">Sculpture Artists studied: Henry Moore and Albert Giacometti</p> <p>2-D body shape drawings to 3-D wire and clay sculptures</p>	<p style="text-align: center;">Unit: 'DRAW ME A STORY'</p> <p style="text-align: center;">Drawing Artists studied: Quentin Blake, EH Shepard, Nick Sharat, Ted Geisel, Tony Ross</p> <p>Illustrating a scene from a story</p>
Year 4	<p style="text-align: center;">Unit: A DELICATE CREATION</p> <p style="text-align: center;">Drawing and painting Artists studied: Georgia O'Keeffe, Van Gogh Giuseppe Arcimboldo</p> <p>Observational drawings of plants, trees and flowers</p>	<p style="text-align: center;">Unit: DRAW, PAINT, PRINT, REPEAT</p> <p style="text-align: center;">Textiles/printing Artists studied: Andy Warhol</p> <p>Repeated print on textiles</p>	<p style="text-align: center;">Unit: BUILD A PICTURE</p> <p style="text-align: center;">Collage/Sculpture Artists studied Henri Matisse, Jackson Pollock and Joan Miro</p> <p>Own artwork inspired by Miro using variety of media</p>
Year 5	<p style="text-align: center;">Unit 'JUST AN ILLUSION'</p> <p style="text-align: center;">Drawing Artists studied: as M.C. Escher. 17th Century Dutch artists (Trompe-l'œil artists)</p> <p>Illusion artwork</p>	<p style="text-align: center;">Unit 'BESIDE THE SEASIDE'</p> <p style="text-align: center;">Collage, Photography and Pointillism Artists studied: George Seurat, Eugenia Loli, Rebekah Campbell and Ben Giles.</p> <p>Collage and pointillism</p>	<p style="text-align: center;">Unit 'Mask me anything'</p> <p style="text-align: center;">Drawing/sculpture/collage</p> <p>Masks inspired by: African masks/carnival/venetian</p> <p>3D mask</p>
Year 6	<p style="text-align: center;">Unit: 'LIFE AND LAUGHTER'</p> <p style="text-align: center;">Drawing Artists studied: Keith Haring and Antony Gormley</p> <p>2D drawing to 3D artwork</p>	<p style="text-align: center;">Unit: 'NATURAL PRINT'</p> <p style="text-align: center;">Textiles Artists studied: Henri Matisse, Henri Rousseau, Margo Selby</p> <p>Design and make a print</p>	<p style="text-align: center;">Unit: 'GET IT INTO PERSPECTIVE'</p> <p style="text-align: center;">Sculpture Architecture Artists studied: Antoni Gaudi</p> <p>Design and make chimney pot</p>