

St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



Art & Design Policy

Date of Issue: January 2023

Intent

We are strong believers in the impact of Art and Design at St Ippolyts Primary School as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially. High quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils.

As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

Aims

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales and media
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of substantive knowledge and skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore the ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.
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The EYFS

Before embarking on key stage 1 work, most children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in.

The EYFS provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing & making, dance, role-play and imaginative play. The range of experiences are imaginative and enjoyable.

In the EYFS at St Ippolyts School, early Art and Design skills are taught through the EYFS strands of PD (physical development), EAD (expressive art and design) and CL (communication and language). Progression of these strands are taken from the document, 'Development Matters' (2020) with all children being assessed against the ELGs at the end of Reception.

Delivering the National Curriculum

Art is planned throughout the year so that the required time is allocated, however Art may not be taught every half term as it runs alongside Design Technology.

NATIONAL CURRICULUM REQUIREMENTS:

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.

Implementation

Teaching and Learning style

St Ippolyts CofE (VA) Primary School uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Art and Design.

We ensure that the act of investigating and making includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of work as models for others. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

We give children the opportunity within lessons to work on their own and alongside others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Planning

Planning for the Art curriculum uses the Access Art scheme, with specific units of work planned for each term. Progression through the unit of study develops children's knowledge, vocabulary, and skills across a range of media and themes (see year overview in appendix). Each unit also details specific artists and designers to underpin the learning.

The skills progression document details how children's knowledge, skills and vocabulary is built up as pupils move through the school.

In addition to each unit of specific Art and Design teaching, opportunities are given to develop and explore art skills through cross curricular approaches in other subjects.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. The main storage site for Art and Design resources is in the cupboard situated in the corridor next to the quiet room. In addition to this, classes have their own small supply of everyday artist materials, eg, paintbrushes. Resources are ordered depending on their need and relevance to the tasks planned, and in accordance with the designated budget.

Sketchbooks

A sketchbook is a diary of the creative thought processes behind a piece of work or project. They are used in year 1 through to year 6 to regularly record, collect and explore ideas and images and other information that are relevant to both present and ongoing work. All children must follow the same format for recording work in their individual sketchbooks demonstrated by the class teacher, with each piece of work being dated.

Sketchbooks will be used as evidence for assessment and reporting purposes.

The contents of the sketchbook could include:

- a record of what has been seen
- preparatory studies for further work
- basic skill development
- photographs and other illustrative material to support ongoing work
- colour schemes and trials
- a record of observations seen in and out of the classroom
- ICT prints and image manipulations
- Experimentation with various media/mark making
- Examples of artists work which create thinking
- Words to describe art (knowledge organisers)

Inclusion and Equal Opportunities

All teaching and non-teaching staff at St Ippolyts Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level.

To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to

learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

A wide range of gender specific and cultural images that challenge stereotypes will be used. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Children will be introduced to works of art from a wide range of cultures and traditions from around the world. It is the responsibility of the subject leader to provide resources and media to ensure all children can access the curriculum in the following ways, for example

- left handed scissors
- hand hugger pencils
- wide range of brush sizes
- a range of skin coloured paint, pencils and crayons.

Health and Safety

The following guidelines are in place to promote high standards in Health and Safety:

- use of tools and equipment to be closely supervised by teachers
- develop safe and tidy work spaces and practices
- protective clothing to be provided and worn when working with wet media (paint, glue, etc)
- the storage of glues, paints, electrical tools to be stored in a cupboard
- all art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head Teacher/ Site Manager

Enrichment

A whole school, themed Arts Week is held every spring term. This raises the profile of Art across the school and allows pupils of all ages to experience a wide range of creative, expressive activities, including visual art techniques, music, drama and dance. The Arts Week learning culminates in a large-scale exhibition to celebrate children's work.

Chosen themes include a range of world cultures, famous artists and iconic artwork. Books of photo evidence from previous years arts weeks are available.

Impact

Assessment

Children's achievements are assessed against the expectations of the Subject specific criteria for Art and Design. Any art and design that has been undertaken in a particular half term is passed onto the Subject leader. Class teachers highlight the skills progression document to record coverage over the year.

Children are taught to self-evaluate their own and others' work.

Monitoring and Evaluating

The monitoring of the standards of the children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design Subject Leader

As part of the rolling programme of subjects the subject leader will carry out pupil interviews, and work and planning scrutiny at intervals throughout the school year.

CPD

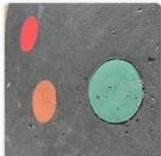
Access Art units provide demonstration and instruction videos for staff CPD. Staff meeting time is allocated for staff to use these to ensure confident and quality lesson delivery. In addition, the subject leader can provide support and training where needed.

January 2023

Appendix



St Ippolyts CE (Aided) Primary School: CURRICULUM OVERVIEW FOR ART: www.accessart.org.uk

| | AUTUMN TERM | SPRING TERM | SUMMER TERM | |
|--------|---|---|---|--|
| EYFS | <p>WHAT CAN WE SEE? </p> <p>HOW CAN WE EXPLORE COLOUR? </p> <p>HOW CAN WE BUILD WORLDS? </p> | <p>HOW CAN WE EXPLORE MATERIALS & MARKS? </p> <p>HOW CAN WE EXPLORE 3D MATERIALS? </p> <p>HOW CAN WE USE OUR BODIES TO MAKE ART? </p> <p>HOW CAN WE USE OUR IMAGINATIONS? </p> | <p>Creative and explorative activities in early years are threaded across the EYFS provision, linking with topic and themes. Activities are selected and adapted from https://www.accessart.org.uk/accessart-evfs-exploring-art-in-early-years-settings/</p> | |
| YEAR 1 | <p><u>Spirals</u> Using drawing, collage, and mark-making to explore spirals. Introducing sketchbooks.</p> | <p><u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour, and texture to explore pattern, sequencing and symmetry.</p> | <p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> | |
| YEAR 2 | <p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> | <p><u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p> | <p><u>Stick Transformation Project</u> Explore how you can transform a familiar object into new and fun forms.</p> | |
| YEAR 3 | <p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> | <p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> | <p><u>Telling Stories Through Drawing & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> | |
| YEAR 4 | <p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> | <p><u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> | <p><u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?</p> | |
| YEAR 5 | <p><u>Typography & Maps</u> Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.</p> | <p><u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.</p> | <p><u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> | |
| YEAR 6 | <p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> | <p><u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> | <p><u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments.</p> | |

Other key documents available:

Skills and Knowledge progression

Year plan and accompanying termly pathways for each year group