

WHITEHILLS PRIMARY SCHOOL

"...putting children first...."



ART POLICY

Date reviewed: March 2020

Reviewed by: J Sleightholme

Ratified by Governors: October 2020

ART POLICY

Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning, specifically related to the art skills progression

Outcomes of the children's projects will be displayed on either the walls in the classroom, the website or display boards around the school. Evidence of the process followed to complete the work will be evident in the children's books

TEACHERS WILL ENSURE THAT:

- Each term, children will be given the opportunity to complete a piece of work with evidence of the 5 step development process (explore, create, improvise, present and evaluate)
- Children will have experience in all areas of art in each year (drawing, painting, 3D, Textile, ICT, printing, collage and the historical significance of each artistic method) and will save evidence of each completed project in the outcomes folder, on the website and in the children's art books
- Each year, children will have the opportunity to use a range of different resources
- When resources are used up or not available, teachers will inform the art coordinator to re-stock in good time

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is a Skills Continuum in place that ensures continuity and progression
- There is a Curriculum Map in place that is broad and balanced
- A monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, regular checks of the books/ folders
- The website and displays evident in classrooms and around the school

Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Art resources used to support children's understanding of new concepts (key vocabulary, books, posters etc.)
- Tangible resources that are linked to class topics and that act as inspiration to initiate art projects
- Existing work by named artists

TEACHERS WILL MAKE SURE THAT:

- Access to resources will allow children to make choices about their own work
- Children are given the opportunity to discuss existing pieces of art, as well and create new ones
- Examples of existing pieces of work by famous artists are used in exploration stage to engage children and foster an understanding of the larger cultural context of art and its historical significance
- Resources provided will support the variety of abilities and needs

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Activities that build on their prior attainment and provide a challenge
- Photographs of the children working towards their final outcome
- Celebration of outcomes (from a range of abilities and where children have been encouraged to take some creative risks with work)

TEACHERS WILL MAKE SURE THAT:

- They use the Skills Continuum to informally keep track of coverage as well as progress
- Children are given opportunities to evaluate their work and the work of their peers

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT:

- The safe use of resources
- Clearly labelled resources
- Children undertaking some of the responsibility for cleaning up and putting resources away (in the art room in particular)

TEACHERS WILL MAKE SURE THAT:

- Risks have been assessed carefully before carrying out any practical activities
- Children are encouraged to clean up after themselves and respect the resources they are using

INCLUSION:

Teachers ensure that the work undertaken by children with a disability: takes account of their pace of learning and the equipment they use; takes account of the effort and concentration needed in oral work, or when using, for example, vision aids; is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials; allows opportunities for them to take part in educational visits and other activities linked to their studies; uses assessment techniques that reflect their individual needs and abilities.

Progression

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of media.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Begin to control the types marks made with the range of media.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>Developing intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p>

Painting (watercolour, ready mixed, acrylic,)

Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.

<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
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Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)						
Possible Artists: (Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.						
<p>Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture</p>	<p>way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in model ling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p>

	<p>of printing: Books, posters pictures, fabrics.</p>	<p>on rollers and printing palettes Take simple prints i.e. mono -printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Explore 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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>colours and collect source material for future works</p>	<p>and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
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Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye) Possible Artists: Ashley, Fassett, African/Indian, Adire,						
Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee	Show an awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries.	Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. Adapt work as and when necessary and explain why. Change and modify threads and fabrics, Use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to gain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace making. Change and modify threads and fabrics, Use language appropriate to skill and technique.	Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Use language appropriate to skill and technique.

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.