

**Art and Design Policy**

**Mrs R Cook**

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Approved by Chair: Amanda Picken

Review Date: March 2022

Art and Design Policy

This policy describes the current provision for Art and Design at Busill Jones Primary School, as defined in the National Curriculum 2014. It will illustrate the aims, entitlement, curriculum, management and assessment of Art and Design.

**Curriculum Intent**

At Busill Jones through the subject of Art and Design we aim for every child to develop their confidence when producing creative work, generating their ideas, whilst learning about famous artists, architects, designers and a variety of different cultures. Expressing themselves through Art and Design, whilst supporting and nurturing their academic, personal and emotional well-being, and providing a vast range of experiences to broaden their expectations of their own capabilities through: drawing, painting, sculpture and other areas of Art and Design. This subject allows children to succeed even when they may be faced with barriers within their written and verbal communication, here at Busill Jones we strive to provide every single child to feel a sense of achievement and experience success during their time at our school.

Aims and objectives

As stated in the National Curriculum:

‘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 Art and Design, and contribute to the culture, creativity and wealth of our nation.’

In accordance with the revised National Curriculum 2014, at Busill Jones Primary School we aim 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 of others and their own 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.

We regard Art and Design as an important subject because:

* Artistic creation can provide fulfilment throughout life.
* Artistic observation can heighten perceptions.
* Art can contribute to cultural understanding.

Curriculum

Art and Design is a foundation subject in the National Curriculum. At Busill Jones Primary School we follow a Long Term Plan and Medium Term Plan which ensures correct coverage and progression through the school from Early Years up to Year 6. The three key skills that we strive to support the children to master are: drawing, painting and sculpture. These key areas are underpinned through other areas of Art and Design such as: printmaking, collage, textiles, photography and architecture (KS2 only).

Print Making

Textiles

Architecture

(KS2 Only)

Drawing

Painting

Sculpture

Collage

Photography

Long- Term Plans

The objective of the long term plans are to ensure the coverage of Art and Design curriculum is correct. This is completed on a two yearly cycle, due to mixed year groups.

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Y1/2-A** | **Y1/2-B** | **Y3/4-A** | **Y3/4-B** | **Y5/6-A** | **Y5/6B** |
| **Autumn 1** | **Dinosaur Planet** | **The Enchanted Wood** | **Potions** | **Gods and Mortals** | **A Child’s War** | **Allotment** |
| **Skills Covered** | Using clay to create a **sculpture** (designing/making).  **Painting** / Printing  (colour, texture, line, shape) | Using wax.  **Observational drawing.**  (colour, pattern, texture, line, shape) | **Drawing**  **Painting**  **Sculpture**  Charcoal  Paint  Clay | **Sculpture**  **Painting**  Brush stokes  Texture  Lines/shape  3D form | Drawing  Painting  Sculpture  Charcoal | **Painting**  Contrasting colours  **Drawing**  Observational |
| **Link Artists/Designer/Craft makers.** | **Artist-Karen Carr.**  **Dinosaur illustration** | Artist-Vincent Van Gough (looking at sunflowers)  **Artist**-India Flint-painting with natural materials  **Sculptor** Andy Goldsworthy-Land Art | **Evelyn De-Morgan**  The Love Potion Painting | **Architect-Callicrates**  The temple of Athens | **J. Howard Miller**-War Art-Posters | **Maria Merian-**Botanical/naturalistic illustrator |
| **Autumn 2** | **Muck, Mess and Mixtures** | **Bright Lights, Big City** | **Tribal Tales** | **Tremors** | **Frozen Kingdom** | **Alchemy Island** |
| **Skills Covered** | **Drawing**  Line drawing  Shading | **Drawing**  **Painting**  Collage  (colour, texture, line, shape) | **Painting**  Printing  **Sculpture**  **Painting**  Carving skills  Using tools | **Drawing**  Line  Shape  Texture  Contrasting colours | **Drawing**  **Painting**  Printing  Inuit Art-printing | **Painting**  Surrealism  **Sculpture** |
| **Link Artists/Designer/Craft makers.** | **Kurt Schwitters**  **-collages**  **Henri Matisse-collage** | **Monet-Landscapes**  **Vincent Van Gough-Landscapes** | **Crosby-**Textured art | **Andy Goldsworthy-Artist**  **Henry Moore** | **Ningeokuluk Teevee-**Inuit print art | **Antony Gormley-**Sculpture |
| **Spring 1** | **Superheroes** | **Paws, Claws and Whiskers** | **Heroes and Villains** | **Road Trip USA** | **Blood Heart** | **Off With Her Head** |
| **Skills Covered** | **Painting**  (colour, pattern, texture, line, shape) | Collage  Pattern  **Watercolours - Painting** | **Drawing**  **Painting**  **Sculpture**  Pencil, charcoal, paint, clay | **Sculpture**  Modern pop Art **Painting** | Surrealism  **Painting/drawing.** | Sketching  Tones/lines  Complimentary/contrasting colours.  **Drawing** |
| **Link Artists/Designer/Craft makers.** | **Stan Lee-Comic Strips**  **Gary Franks-Superhero artist** | Using watercolours to create ‘big cat’ patterns.  Owen Jones  Lucienne Day | **Steve Ditko-**Marvel Art | **Frederic Auguste Bartholdi-**  Statue of Liberty | **Pablo Pcasso**  **Salvador Dali**  -Surrealism | **Leonardo Da Vinci**  Moana Lisa-Portraits |
| **Spring 2** | **Towers, Tunnels and Turrets** | **Splendid Skies** | **I am warrior** | **Urban Pioneers** | **Hola Mexico** | **Tomorrow’s World** |
| **Skills Covered** | **Drawing**  Charcoals  Lines/Marks  Watercolours  Painting | **Sculpture**  Using charcoals to create.  Line/texture/shape. | **Painting**  Complimentary colours / tones  Pencil skills.  3D modelling | **Drawing**  **Painting**  Graffiti  Paint | **Collage**  **Sculpture**  Mosaic  Pattern  Symmetry  Form | Modern Art  Visual Art |
| **Artist/craftmaker/sculprtor** | **Joshua Turner-painter** | **Visual Artist-Berndaut Smilde** | **Alberto Giacometti-**  **Sculptor-**warriors | **Aaron Bird (Local Artist)**  Graffiti Art  **Banksy** | **Freda Kahlo**  Mexican Art  Mosaic Art | Modern artists  Visual art-Andy Warhol |
| **Summer 1** | **Wriggle and Crawl** | **Land Ahoy** | **Predators** | **Traders and Raiders** | **Scream Machine** | **Stargazers** (theme-space) |
| **Skills Covered** | **Sculpture.**  Pattern  Weaving  3D Form | **Drawing.**  Collage  Pattern  Tone  Lines and Marks | **Sketching**  **Drawing**  Pencil skills  Tone/texture | **Collage**  **Painting**  **Sculpture**  Form | **Collage**  **Sculpture**  Mosaic  Pattern  Symmetry  Form | **Drawing**  **Painting**  Print Making |
| **Link Artists/Designer/Craft makers.** | **Anni Alber-Textile** | **Amber Marine-Illustrator**  **Marine Art** | **Xavi Bou**  **Photographer**  Observational drawings of birds in flight | **Annika Marr-**Viking boats | **Edward Munch-**Impressionism | **Chesley Bonestell**  -Cosmic Art |
| **Summer 2** | **Street Detectives** | **Beachcombers** | **The Blue Abyss** | **Playlist** | **Gallery Rebels** | **Pharaohs** |
| **Skills Covered** | **Painting**  Using ICT media.  A variety of media (paper/card/fabric/crepe paper/magazines).  Texture.  Combinations of 2D shape. | **Sculpture**  Texture  Clay  3D Form | **Drawing/Painting**  Hatching/Cross-Hatching  Circulism | **Observational drawing**  Sketching  Shading | **Drawing**  **Painting**  **Sculpture**  Impressionism | **Drawing**  **Painting**  Shape and form  Pattern  Shape  Hieroglyphics  Sketching |
| **Link Artists/Designer/Craft makers.** | **Banksy-Street Art** | **Noriko Kuresumi**  Sculptor-shells | **Hokusai**  **Painter and Print maker**  **Ocean Art** | **Wassily Kadinskey**  **-**observational drawing | **Paul Cezanne-**Impressionism | **King Khafre-**The Great Sphinx of Giza |

Medium- Term Plans

The aims of the Medium Term planning is to ensure that all skills are achieved and incorporated into each form of Art.

Model for Short-Term Plan:

Lesson 1: Research of the famous artist focus (Knowledge and Understanding)

Lesson 2: Introduction of skills (Generating Ideas)

Lesson 3: Beginning to apply their skills and building upon them- Progression.

Lesson 4: Final masterpiece (Making & Evaluating)

**EYFS**

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| **Cycle A** | Objectives to cover |
| Autumn 1- Textiles (Exploring and Manipulating Materials) | * Experiments to create different textures- 40-60+ months. |
| Autumn 2- Painting (Andy Warhol) | * Notices and is interested in the effects of making movements which leave marks- 16-26 months. * Experiments with blocks, colours and marks- 22-36 months. * Explores colour and how colours can be changed- 30-50 months. * Captures experiences and responses with a range of media, such as: music, dance and paint and other materials- 30 to 50 months. * Explores what happens when they mix colours- 40-60+ months. |
| Spring 1- Printing (Wassily Kandinsky) | * Notices and is interested in the effects of making movements which leave marks- 16-26 months. * Experiments with blocks, colours and marks- 22-36 months. * Manipulates materials to achieve a planned effect- 40-60+ months. |
| Spring 2- Collage (Gustav Klimt) | * Manipulates materials to achieve a planned effect- 40 to 60+ months. * Understands the different media can be combined to create new effects- 40-60+ months. |
| Summer 1- Drawing (Objects and Places) | * Notices and is interested in the effects of making movements which leave marks- 16-26 months. * Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects- 30-50 months. * Create simple representations of events, people and objects- 40 to 60+ months. |
| Summer 2- Sculpture/3D Work (Andy Goldsworthy) | * Experiments with blocks, colours and marks- 22-36 months. * Uses various construction materials- 30-50 months. * Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces- 30-50 months. * Selects tools and techniques needed to shape, assemble and join materials they are using- 40-60+ months. |

Key Stage One

These objectives will be focused on within every half term**:**

Generating Ideas

* Recognise that ideas can be expressed in art work- Y1
* Experiment with an open mind- Y1
* Try out different activities and make sensible choices about what to do next- Y2
* To develop a wide range of techniques using: colour, pattern, texture, line, shape, form and space- Y2

Making

* Try out a range of materials and processes and recognise that they have different qualities- Y1
* Use materials purposefully to achieve particular characteristics or qualities- Y1
* Deliberately choose to use particular techniques for a given purpose-Y2
* Develop and exercise some care and control over the range of materials they use *(they do not accept the first mark but seek to refine and improve)-Y2*

Evaluating

* Show interest in and describe what they think about the work of others- Y1.
* When looking at creative work express clear preferences and give some reasons for these *(I like that because…)- Y2.*

Knowledge and Understanding

* Understand how to recognise and describe some simple characteristics of different kinds of art, craft and design.
* Know the names of tools and techniques and the formal elements (colours, shapes, tones etc) that they use.
* That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.- Y2.
* Be able to talk about materials, techniques and processes they have used, using an appropriate vocabulary *(they know the names of the tools and colours they have used)- Y2.*

Key Stage 2 (Lower)

These objectives will be focused on within every half term:

Generating Ideas

* Gather and review information, references and resources related to their ideas and intentions- Y3.
* Use a sketchbook for different purposes, including recording observations, planning and shaping ideas- Y3.

Making

* Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques- Y3.
* Select, and use appropriately, a variety of materials and techniques in order to create their own work- Y3.

Evaluating

* Take the time to reflect upon what they like and dislike about their work in order to improve it *(for example: they think carefully before explaining to their teacher what they like and what they will do next)- Y3.*

Knowledge and Understanding

* About and describe the work of some artists, craftspeople, architects and designers- Y3.
* And be able to explain how to use some of the tools and techniques they have chosen to work with- Y3.

**Key Stage 2 (Upper)**

**These objectives will be focused on within every half term:**

Generating Ideas

* Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas- Y5.
* Confidently use sketchbooks for a variety of purposes: recording observations, developing ideas, testing materials, planning and recording information-Y5.
* Independently develop a range of ideas which show curiosity, imagination and originality-Y6.
* Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example: the sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)-Y6.

Making

* Confidently investigate and exploit the potential of new and unfamiliar materials (for example: try out several different ways of using tools and materials that are new to them)-Y5.
* Use their acquired technical expertise to make work which effectively reflects their ideas and intentions-Y5.
* Independently take control to refine their technical and craft skills in order to improve their mastery of materials and techniques-Y6.
* Independently select and effectively use relevant processes in order to create successful and finished work-Y6.

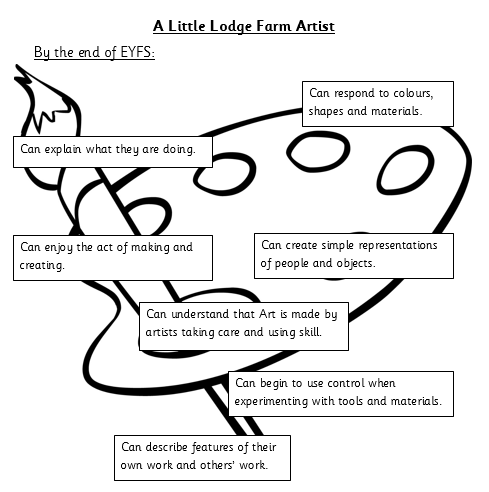
Evaluating

* Regularly analyse and reflect on their progress taking account of what they hoped to achieve-Y5.
* Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work-Y6.

Knowledge and Understanding

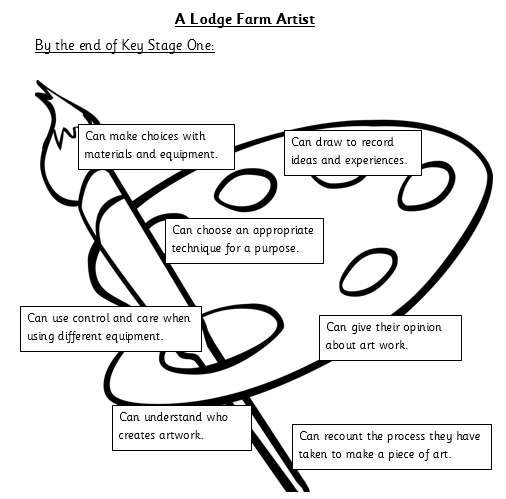
* Research and discuss ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions- Y5.
* How to describe the processes they are using and how they hope to achieve high quality outcomes-Y5.
* How to describe, interpret and explain the work, ideas and practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and socials contexts in which they have worked-Y6.
* About the technical vocabulary and techniques for modifying the qualities of different materials and processes-Y6.

**An artist at Busill Jones in EYFS can…**

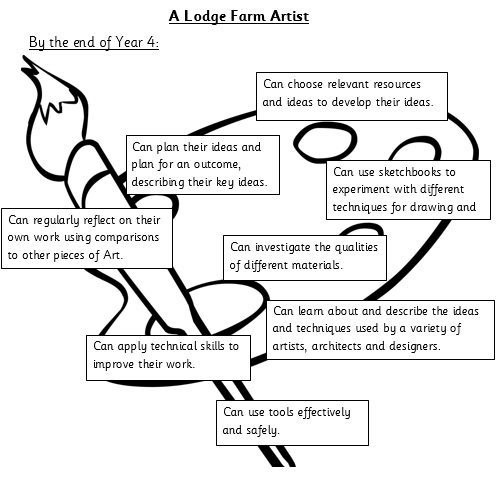


By the end of EYFS, all children should be equipped with the basic skills to express themselves through Art and Design. They will be able to describe art work and begin to understand what art is. Children should enjoy expressing themselves and be able to draw, paint and build simple representations.

**A Busill Jones artist can…**

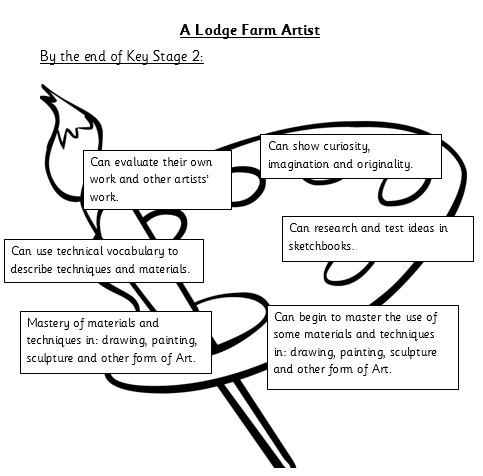


At Busill Jones Primary School, by the end of Key Stage 1 children should have a building understanding of drawing, painting and sculpture. They will sharing their opinions on their own and other’s art work, and justifying decisions they have made to create a piece of art.



**A Busill Jones artist can…**

Art and Design within Lower Key Stage Two, builds on the fundamental skills taught within Key Stage One. Pupils will continue to revisit these key skills and techniques, building upon them, and applying them to more complex contexts.



**A Busill Jones artist can…**

Here at Busill Jones Primary School, we strive to equip our pupils with the skills and knowledge to understand and express themselves through Art. Art and Design in Upper Key Stage Two should provide all children who are leaving the primary setting with a bank of skills for Drawing, Painting, Sculpture and all other forms of Art. They should also have a firm understanding of analysing art work, both their own and pieces created by famous artists.

Teaching and Learning

At Busill Jones Primary School we use a variety of teaching and learning styles in order to ensure that there is progression in pupils’ knowledge, skills and understanding. Our principal aim is to provide pupils with opportunities to show independence, initiative and curiosity in order to develop their artistic creativity. We do this best by providing meaningful contexts, skilled demonstrations and stimulating starting points. The teaching styles used are wide-ranging and are matched to subject-specific learning objectives: they include a combination of whole-class teaching and collaborative activities. Teachers also draw attention to good examples of individual performance as ‘visual exemplifications’ for others.

We encourage learners to act like ‘creative practitioners’ by evaluating their own ideas and methods; reflecting on the work of others; and expressing their personal opinions.

We provide pupils with the opportunity to work by themselves and in collaboration with others on projects which are two and three dimensions, and at different scales. Pupils also have the opportunity to use a wide range of materials and resources, including digital media.

We understand that the creative practice can be challenging and developing learners’ resilience is vital. However, we also recognise the importance of providing suitable learning opportunities which reflect the differing capabilities of individual pupils. We achieve this through a range of strategies:

* Setting tasks that are open-ended and can have a variety of creative outcomes;
* Setting structured tasks with an increasing level of challenge;
* Using collaborative mixed ability grouping in order to encourage peer support;
* Allocating adult support to individual pupils or small groups who have specific difficulties.

Cross-Curricular links

English

Art and Design contributes to the teaching of English in our school by encouraging pupils to ask and answer questions about the starting points for their work, and lead research of their own. They have the opportunity to compare ideas, techniques and approaches in their own work and that of other pupils, and to say what they think and feel about them.

Mathematics

Art and Design contributes to pupils' mathematical understanding by giving opportunities to develop the pupils’ understanding of shape and space through work in two and three dimensions.

Personal, Social and Health Education (PSHE) and Citizenship

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The pupils discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities to support the social development of our pupils, through the way we expect them to work with each other in lessons. Groupings allow pupils to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other pupils, and encourages them to collaborate and cooperate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

**Computing**

Computer technology enhances our teaching of Art and Design, wherever appropriate, in all key stages. Pupils use software to explore shape, colour and pattern in their work. Older pupils collect visual information to help them develop their ideas by using digital and video cameras, scanners, digital microscopes and digitising tablets. They record their observations, and they manipulate them through photo-editing or painting software. The pupils also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

Special Educational Needs and Inclusion

(Also see Policy for SEND)

Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our pupils. Our teachers provide learning opportunities that are matched to the needs of pupils with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

We assess the needs of each pupil, using a variety of techniques, and we take targeted action to enable the pupil to learn as effectively as possible. This may include targets specifically related to performance in Art and Design, and the teacher will pay attention to these and other learning targets when planning lessons.

We enable all pupils to have access to the full range of activities while studying Art and Design. Where pupils participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Assessment in Art and Design will be undertaken as part of a broader evaluation of pupil progress measured against P Level and National Curriculum assessment criteria.

The Art and Design Leader will ensure that assessment:

* Is embedded as an essential part of teaching and learning.
* Involves sharing learning objectives and success criteria with pupils.
* Aims to help pupils to know and recognise the standards they are aiming for.
* Involves pupils in peer and self-assessment.
* Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
* Involves both teacher and pupils reviewing and reflecting on assessment data.

At the end of each term, pupils will be assessed as being:

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| **E (:2)** | Emerging |
| **D (:4)** | Developing |
| **S (:6)** | Secure |
| **M (:8)** | Mastery |

At the end of the school year parents will be presented with a written report, of which Art and Design is one of the subjects. Teachers may also report on a pupil’s progress at Parent’s Evenings.

For further information, please refer to the Policy for Assessment and Marking.

**Assessment Milestones**

Art and Design Assessment Milestones

At the end of EYFS each child should:

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| Generating Ideas |
| * Work purposefully responding to colours, shapes, materials etc. * Create simple representations of people and other things. |
| Making  Drawing, Painting, Sculpture & Other Forms of Art |
| * Work spontaneously and enjoy the act of making/creating. * Sustain concentration and control when experimenting with tools and materials. |
| Evaluating |
| * Recognise and describe key features of their own and others’ work. |
| Knowledge and Understanding |
| * Understand that art (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. * Are able to explain what they are doing. |

Art and Design Assessment Milestones

At the end of Year 1 each child should:

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| Generating Ideas |
| * Recognise that ideas can be expressed in art work. * Experiment with an open mind. |
| Making  Drawing, Painting, Sculpture & Other Forms of Art |
| * Try out a range of materials and processes and recognise that they have different qualities. * Use materials purposefully to achieve particular characteristics or qualities. * I can make simple repeating patterns using a variety of lines. * I can draw lines of different sizes and thickness. * I can apply paint with fingers, sponges, thick brushes, card and sticks. * I can sort and arrange materials into smooth, rough, shiny etc. * I can use a range of materials to create a collage. * I can use different resource to make a variety of patterned lines, wavy, wide and narrow. |
| Evaluating |
| * Show interest in and describe what they think about the work of others. |
| Knowledge and Understanding |
| * Understand how to recognise and describe some simple characteristics of different kinds of art, craft and design. * Know the names of tools and techniques and the formal elements (colours, shapes, tones etc) that they use. |

Art and Design Assessment Milestones

At the end of Year 2 each child should:

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| Generating Ideas |
| * Try out different activities and make sensible choices about what to do next. * To develop a wide range of techniques using: colour, pattern, texture, line, shape, form and space. * Use drawing to record ideas and experiences. |
| Making  Drawing, Painting, Sculpture & Other Forms of Art |
| * Deliberately choose to use particular techniques for a given purpose. * Develop and exercise some care and control over the range of materials they use *(they do not accept the first mark but seek to refine and improve).* * I can draw lines of different sizes and thickness. * I can mix primary colours to make secondary colours. * I can show pattern by adding dots and lines- Y2. * I can add white to colours to make tints and black to colours to make tones. * I can use weaving techniques to create a simple pattern. |
| Evaluating |
| * When looking at creative work express clear preferences and give some reasons for these *(I like that because…)* |
| Knowledge and Understanding |
| * That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. * Be able to talk about materials, techniques and processes they have used, using an appropriate vocabulary *(they know the names of the tools and colours they have used).* |

Art and Design Assessment Milestones

At the end of Year 3 each child should:

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| Generating Ideas |
| * Gather and review information, references and resources related to their ideas and intentions. * Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. |
| Making  Drawing, Painting, Sculpture & Other Forms of Art |
| * Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. * Select, and use appropriately, a variety of materials and techniques in order to create their own work. * I can use a range of pressure when using pencils to show line, tone and texture. * I can mix colours effectively (mixing primary colours to make secondary colours, and creating tints by adding white and tones by adding black). * I can use a range of brush techniques using thick and thin brushes to make shapes, textures, patterns and lines. * I can create and combine shapes to make sculpture. * I can select and arrange materials to create a striking collage effect. * I can use contrasting colours to make a pattern. * I can use digital media to create images and sound recordings. |
| Evaluating |
| * Take the time to reflect upon what they like and dislike about their work in order to improve it *(for example: they think carefully before explaining to their teacher what they like and what they will do next).* |
| Knowledge and Understanding |
| * About and describe the work of some artists, craftspeople, architects and designers. * And be able to explain how to use some of the tools and techniques they have chosen to work with. |

Art and Design Assessment Milestones

At the end of Year 4 each child should:

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| Generating Ideas |
| * Select and use relevant resources and references to develop their ideas. * Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome *(for example: sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).* |
| Making  Drawing, Painting, Sculpture & Other Forms of Art |
| * Investigate the nature and qualities of different materials and processes systematically. * Apply the technical skills they are learning to improve the quality of their work *(for example: in painting they select and use different brushes for different purposes).* * I can use watercolour paint to create washes for backgrounds whilst experimenting with mood using colour. * I can create and combine shapes to make sculptures with interesting detail that conveys feelings, expression or movement. * I can use clay and other mouldable materials effectively. * I can select and use a range of collage materials to create a striking effect using: coiling, overlapping, tessellation, mosaic or montage. * I can use simple stitches- straight line. * I can use digital media to create videos, images and sound recordings and explain why they were creates. |
| Evaluating |
| * Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. |
| Knowledge and Understanding |
| * About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. * About, and be able to demonstrate how tools, they have chosen to work with, should be used effectively and safely. |

Art and Design Assessment Milestones

At the end of Year 5 each child should:

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| Generating Ideas |
| * Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas. * Confidently use sketchbooks for a variety of purposes: recording observations, developing ideas, testing materials, planning and recording information. |
| Making  Drawing, Painting, Sculpture & Other Forms of Art |
| * Confidently investigate and exploit the potential of new and unfamiliar materials (for example: try out several different ways of using tools and materials that are new to them). * Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. * I can add interesting effects (reflections, shadows or direction of shadows) to my sketches. * I can annotate sketches to explain and elaborate my designs. * Selects appropriate media and techniques to achieve a specific outcome. * I can create a colour palette base upon colours observed in a range of landscapes. * I can discuss how colour can create effect, mood, shape and space. * I can use textile techniques to create my own pieces. * I show elements of precision in my textile technique. * Designs prints for fabrics, book covers and wallpaper. * I can chose from a range of stitching techniques. * I can use tools to carve, add shape, texture and pattern. |
| Evaluating |
| * Regularly analyse and reflect on their progress taking account of what they hoped to achieve. |
| Knowledge and Understanding |
| * Research and discuss ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. * How to describe the processes they are using and how they hope to achieve high quality outcomes. |

Art and Design Assessment Milestones

At the end of Year 6 each child should:

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| Generating Ideas |
| * Independently develop a range of ideas which show curiosity, imagination and originality. * Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example: the sketchbooks will show in advance how work will be produced and how the qualities of materials will be used). |
| Making  Drawing, Painting, Sculpture & Other Forms of Art |
| * Independently take control to refine their technical and craft skills in order to improve their mastery of materials and techniques. * Independently select and effectively use relevant processes in order to create successful and finished work. * I can create an accurate pattern showing fine detail. * I can create optical illusions. * I can combine colours, tones and tints to enhance the mood in my painting. * I can use watercolour and acrylic paints to create visually interesting paintings. * I can use the effect of the lenses and other effects on my images. * I can use ceramic mosaic materials and techniques to create patterns. |
| Evaluating |
| * Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work. |
| Knowledge and Understanding |
| * How to describe, interpret and explain the work, ideas and practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and socials contexts in which they have worked. * About the technical vocabulary and techniques for modifying the qualities of different materials and processes. |

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design cupboard. This room is accessible to pupils only under adult supervision.

A resource audit is carried out to ensure that resources are kept up to date and are available to support teaching and learning. In addition to this, a wide range of resources have been ordered to support the changes to the National Curriculum.

Monitoring Art and Design

The monitoring of the standards of pupils’ work and of the quality of teaching in Art and Design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art and Design, and providing a strategic lead and direction for this subject in the school. The subject leader provides the Head of School a termly report in which she evaluates the strengths and weaknesses in Art and Design, and indicates areas for further improvement. The subject leader undertakes lesson observations of Art and Design teaching across the school on a periodic basis.

Celebration of Pupils’ work

It is important that pupils’ success in Art is acknowledged and celebrated appropriately. This will be done through displays in classrooms and around school through communal displays.

Health and Safety

We are aware of health and safety aspects in the delivery of the Art Curriculum.

It is important that the pupils learn to use potentially dangerous tools properly and that potentially hazardous tools (such as sharp scissors, lino cutters, certain glues) be stored away in a safe place.

Pupils should always be encouraged to wear protective clothing. The substances that pupils may be required to use within school are:

* Water based paints, inks, glue, clay, plaster of paris.

Pupils are always supervised and are instructed on the safe use of substances used within the school.

Staff must ensure they have modelled the safe and correct usage of all tools and equipment prior to the pupils’ use. Hand washing procedures must take place after the handling of all materials and resources. Mod-roc (a plaster covered bandage) may be used to construct sculptures and casts (such as face masks). The use of Mod-roc is always under strict adult supervision.

# **Role of the Art and Design Subject Leader**

# The school’s appointed subject Leader will oversee the continuity of the subject and the progression of teaching and learning.

# The Art and Design Leader is responsible for:

* Developing, resourcing and reviewing the school’s Art and Design Policy.
* Planning, instigating and monitoring teaching programmes.
* Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
* Working with other staff to teach the subject content.
* Keeping staff informed of visits and courses.
* Facilitating the assessment of pupils’ work.
* Keeping up-to-date with current affairs and best practice regarding Art and Design.
* Providing guidance, including INSET training to staff as part of their ongoing professional development.
* Undertaking the performance reviews of Art and Design staff, and updating the Head of School.
* Celebrating and promoting the Art and Design curriculum and pupils’ projects throughout the school.

**This policy is to be reviewed annually unless there are any changes within the Trust.**