

Woodlands Primary School



ART POLICY & STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:		
Created by Karen Scott	November 2024	
Review by Curriculum Committee:	November 2026	2 years

Statement of Intent

At Woodlands Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and Religious Education. Our broad and balanced curriculum also includes Design Technology, History, Geography, Art, Music, Physical Education, French and Personal Social and Health Education.

Our aims in teaching art are that all children learn to:

- a. Find enjoyment in art and creativity.
- b. Hold a positive self-image and confidence.
- c. Discover a sense of purpose and fulfilment in artistic expression.
- d. Appreciate a wide range of artists and art works.
- e. Experiment with a range of media.
- f. Use a range of materials and techniques competently.
- g. Develop their observation and description skills.
- h. Express ideas and feelings through creative work and in both two and three dimensions.
- i. Value and respect their work and the work of others.
- j. Discuss their work using appropriate vocabulary. We regard art as an important subject because:
- k. Artistic creation can provide fulfilment throughout life.
- l. Artistic observation can heighten perceptions.
- m. Art can contribute to cultural understanding.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression and so that children can achieve depth in their learning. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual 'Arts Day' which enables further focus on children's artistic skills and knowledge.

The school's high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

Impact

Outcomes in sketch books evidence a broad and balanced Art Curriculum and demonstrate children's acquisition of identified key knowledge. Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the indoor environment.

The Art curriculum at Woodlands Primary School contributes to children's personal development in creativity, independence, judgement and self-reflection. Children review their success in achieving the lesson objectives at the end of every session and verbal feedback is given according to the agreed learning objective. Children also record what they have learned comparative to their starting point at the end of every unit of work. This can take the form of an end of unit quiz or a piece of extended Writing summarising the key learning. As children progress throughout the school, they develop a deep knowledge and understanding of key concepts.

2. Teaching and Learning

Children will experience an exciting and varied art curriculum which develops their knowledge of key concepts in Art and Design. This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within their immediate and wider local area. Critical abilities will be developed using the 'content, form, process and mood' approach to looking at art (Salvador Dali) and by studying a range of different artists. All children, across the school, will have the opportunity to develop: ideas and creativity, skills and mastery of processes and knowledge of art and cultures.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrate the process of learning, practising and developing skills in art lessons. Links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key knowledge is taught to enable and promote the development of children's Artistic skills.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including verbally, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Sketchbook moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners,

with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

- Use of LOs for each unit with child and teacher review of the agreed success criteria.
- Progression and achievement is tracked against learning objectives and is recorded on the INSIGHT assessment tracking system.

4. Planning and Resources

Children will have access to high quality resources for each Art Unit and will be taught to use materials with safety and respect. All art work will be recorded in a block in pupil Sketchbooks. Learning objects will be stuck in sketchbooks at the beginning of each art unit and ticked if met. Children will date each new lesson and they may write comments on their work when appropriate. Every Art unit will have a one page overview plan (produced by the class teacher) which will show the teaching sequence through a series of lessons and also contain other important information (eg. prior / next learning, key vocabulary, lesson sequence). When teachers are planning a unit they will look at the INSIGHT tracking system to identify skills individual children need to focus on. All lessons should have a clear learning objective and success criteria using the agreed format.

5. Organisation

Art is mapped in blocked units on the Whole School Curriculum Year Group Overviews.

The school will plan a range of activities in art, which provides opportunities for children to:

- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- Respond to and evaluate art and craft including their own and others' work
- Understand and apply the formal elements of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work

6. The National Curriculum

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- a. To use a range of materials creatively to design and make products.
- b. To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- c. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

- d. 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- e. To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- f. To create sketch books to record their observations and use them to review and revisit ideas.

- g. To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- h. About great artists, architects and designers in history.

7. a. Planning and teaching EYFS

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop pupils own ideas and then decide which materials to use to express them.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

b. Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

c. Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

8. Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

Children are supervised at all times during activities.

A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

10. Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

11. Contribution of art in the core curriculum

English

Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings. They can comment on differences and similarities in their own work and the work of others. They can look at and talk about the work of other artists (about great artists, architects and designers in history).

Maths

Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing

ICT is used to support art and design teaching. Children use ICT software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE

In art lessons children are taught to discuss how they feel about their own work and the work of others.

SMSC

Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them

to develop a respect for the abilities of other children and encourages collaboration.

12. Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure Art has a high profile throughout the school.
- To plan and regularly update the Art Subject Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor pupil work/sketchbooks in Art and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by the SLT (Senior Leadership Team). This includes carrying out work/book scrutiny.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of Art teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the Art curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment. Raising awareness of Culture Capital.
- To ensure that the Art curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the art curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for Art (and support them in providing appropriate support and challenge) and ensure that they meet with the Lead Governor at least three times every academic year (once every old term).
- To encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore. To support teachers in developing their confidence and skills in teaching art lessons.

13. Displays

The school promotes the displaying of art work in classrooms and in the hall / corridor areas. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

14. Clubs and Trips

Art club is held on Thursdays for 6 weeks 2 times a year.

Children have the opportunity for artists to work with children in school and visits such as the library's young gallery and Salisbury museum

Appendix:

Foundation Stage 1 and 2 - Through adult led and continuous provision

Drawing (pencil, charcoal, inks, chalk, pastels, ICT)	Can hold and use a variety of drawing tools with a comfortable grip
	Can draw from memory and imagination
	Can begin to draw from observation
	Can draw accurate representations of people and objects.
	Select coloured drawing implements for a purpose
Colour (Painting, ink, dye, textiles, pencils, crayon, pastels)	Can recognise and name different colours.
	Can experiment with and use a range of colours
	Can observe the effects of colour mixing
	Can use a variety of tools to make coloured marks on paper
Form (3D work, clay, dough, wire, paper, sculpture)	Can handle, feel and manipulate materials
	Can experiment with modelling materials such as plastercine, clay and dough
	Can construct using a variety of construction materials including recycled.
Texture (Textiles, clay, sand, plaster, stone)	Can use a variety of materials to create collage
	Can develop sensory skills through texture
	Can attempt to weave different materials such as paper, twigs
	Can have a go at threading a needle and show experience in simple stitch work.
Printing (Found materials, fruit/vegetables, wood, blocks, press print, string, body parts)	Can print with a variety of objects
	Can take rubbings from different surfaces: leaf, brick, coin, bark.
	Can develop simple patterns by printing with objects
Exploring and evaluating	Can return to and build upon their, refining ideas and developing their ability to represent them.
	To talk about their own and others work
Breath of study	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
	Investigate different kinds of art, craft and design.
	Use ICT. Eg. Paint packages, ipads camera
	Can look at examples of work by different artists.

Key Skills Acquisition Ladder Art KS1

Year 1

Drawing	Can begin to explore the use of line, shape and colour
	Can work from observation.
	Can begin to draw shape correctly.
	Can begin to scale drawing correctly (eg. relative sizes in a composition).
Painting	Can mix primary colours.
	Can mix and match colours to artefacts and objects.
	Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.
Sculpture	Can explore sculpture with a range a malleable media.
	Can experiment with, construct and join recycled, natural and man-made materials.
	Can explore shape and form
Collage	Can begin to identify different types and textures of fabric and materials for collage
Exploring	Can respond to ideas to create a composition, image or artefact.
	Can communicate ideas using a variety of media
Evaluating	Can describe what they think and feel about their own work.
	Can demonstrate some knowledge about the work of a range of artists, craft makers and designers

Year 2

Drawing	Can show increasing pencil control (eg. can draw selected detail).
	Can produce a growing range of tones, patterns and textures with a single pencil.
	Can work from direct observation and imagination.
	Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.
Painting	Can mix a range of colours and can colour match, replicating colours around them
	Can begin to explore the relationship between colour and moods / feelings
	Can experiment and explore with a variety of tools and materials to create different effects in paint
Sculpture	Can learn to manipulate a range of materials to create a structure.
	Can name the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief; construct; edit ; form.
	Can understand the safety and basic care of materials and tools.
	Can experiment with, construct and join recycled, natural and man-made materials more confidently.
Printing	Can print using a variety of materials, objects and techniques.
Exploring	Can communicate their own ideas and meanings through a range of materials and processes.
	Can comment on differences in the work of others.
	Can suggest ways of improving their own work.

Evaluating	Can discuss 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 Skills Acquisition Ladder Art KS2	
Year 3	
Drawing	Can control a pencil with increasing confidence.
	Can use different media to variations in line, texture, tone, , colour, shape and pattern
	Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).
	Can confidently work from observation.
Painting	Can use paint and equipment correctly.
	Can predict colour mixing results with increasing accuracy – colour wheel
	Can use colour washes to build up thicker layers and paint detail.
	Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.
Sculpture	Can join clay successfully
	Can manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.
	Can plan design and make models.
Textiles	Can develop skills in stitching, cutting and joining
Exploring	Can explore their own ideas
Evaluating	Can comment on differences and similarities in their own work and the work of other
	Can adapt and improve their own work
Year 4	
Drawing	Can draw whole sketches with detail of surrounds (i.e. including the background)
	Can confidently work from imagination.
	Can infill shapes with coloured pencils and produce a range of tones with each.
	Can organise line, tone, shape and colour to represent figures and forms in movement
	Can explore relationships between line, tone, pattern and shape, line and texture.
Painting	Can use paint and equipment correctly and with increasing accuracy.
	Can use the colour wheel to mix different shades of the same colour.
	Can understand how to use tints and tones - to lighten and darken with the use of black and white.
	Can competently work with different consistencies of paint.
Sculpture	Can plan, design, make and adapt models
	Can show an understanding of shape, space and form
	Can talk about their work understanding that it has been sculpted, modelled or constructed.

Collage	Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
Exploring	Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes
Evaluating	Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.
	Can look at and talk about the work of other artists.
Year 5	
Drawing	Can use a range of pencils (including different grades of pencil).
	Can begin to create depth in a composition through the use of very simple perspective.
	Can draw the layout of the face and figure.
	Can experiment with shading techniques (light/dark – pencil)
Painting	Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.
	Can compare colours and their relationships – eg. Primary, secondary, hot and cold colours
	Can confidently work from direct observation.
Sculpture	Can use recycled, natural and man-made resources to create sculpture
	Can describe the different qualities involved in modelling, sculptures and construction.
Printing	Can explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.
	Can choose the printing method appropriate to task.
	Can Organise their work in terms of pattern, repetition, symmetry or random printing styles.
Exploring	Can create sketch books to record their observations and use them to review and revisit ideas
Evaluating	Can comment on ideas, methods and approaches in their own work and the work of others.
	Can relate ideas, methods and approaches to context in which a work was created.
	Can adapt and improve their own work to realise their own intentions
Year 6	
Drawing	Can use a range of drawing media (pencil, ink, biro, pastel, charcoal etc.)
	Can use perspective in their drawings.
	Can draw the layout of the figure in motion.
	Can select different techniques for different purposes: shading, smudging etc.
Painting	Create shades and tints using black and white
	Can replicate patterns, colours and textures in their work.
	Can confidently work from imagination.
	Can begin to use different kinds of paints (Chromar, acrylics, watercolour etc.)
Sculpture	Can develop skills in using clay including slabs, coils, and slips.
	Can use language appropriate to skill and technique.
	Can create sculpture and construction with increasing independents.
Photography	Can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions.

	Can understand and apply some basic knowledge and skills in camera use.
Exploring	Can explore and experiment to plan and collect source material for future work.
Evaluating	Can look at and talk about the work of other artists, great artists, architects and designers in history.)
	Can adapt and refine their work to reflect and their view of its purpose and meaning

Woodlands Primary School Art and Design coverage KSI & KS2

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Art Day- June 2024 TBC
Year 1	Sketching- Is a self-portrait the same as a photograph?			Printing- Is it best to put the object on the paper or paper on the object?	Sculpture- What can you use for a nature sculpture? Goldsworthy	Art history- Cave art- Do you have to use a paint brush to paint? Oak Academy	Painting
Year 2	Sketching- How can different textures be represented with a pencil?			Painting- What are the similarities and differences between Van Gogh and O-Keefe?	Sculpture- create own ship (titanic history link)	Art History- Frank Bowling	Collage
Year 3	Sketching- Access Art Gestural drawing with charcoal	Sculpture- Access art fruit inspired clay tiles/ stone age clay play		Painting- Access Art Cloth thread paint		Art History – Alma Thomas	Textiles Link to final literacy project- tie dye and print on a cushion based on a book character.
Year 4	Sketching- storytelling through art access art			Painting- Access art exploring still life		Sculpture- Access art- the art of display Art History- Picasso	Collage
Year 5	Sketching- wizards of once- Cressida Cowell inspired			Painting- How did pop artists use colour for impact? Warhol		Printing- Access art making monotypes Art History-Banksy	Sculpture/ Roche court sculpture park.
Year 6	Sketching- 1 point perspective – city scape		Art History- Frida Kahlo	Painting- What do surrealist images tell us about the artist? Dali		Sculpture- take a seat- access art	Photography/Digital media

Key concepts in Art and Design

“Key concepts are groups or categories of concrete or abstract ideas and things to create a deeper, shared understanding.

Progression targets are like a Christmas tree and the art activities you do are the baubles and tinsel on that tree. Well, key concepts are the roots, they are what the tree is standing up in, they keep it upright and stable and anchor it to the ground.” Paul Carney

KEY CONCEPTS IN Primary ART & DESIGN

