

# Woodlands Primary School



## ART POLICY & STATEMENT OF INTENT

<b>Status:</b>	Current	
<b>Date Adopted by Governing body:</b>	January 2020	
Created by Karen Scott	November 2019	
<b>Review by Curriculum Committee:</b>	January 2022	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 in collaboration with other local schools.

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 CFL (Context for Learning) and Writing 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 work is marked 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, understanding

## **2. Teaching and Learning**

Children will experience an exciting and varied, art curriculum which develops their knowledge and skills. 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 interactive marking through green pen questions/marking where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book 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 lesson 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 CFL (Context for Learning) books. All pupils will have access to sketch books. 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 key principles 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.

They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

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/books 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 a work/book scrutiny for each unit of Art work.
- 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
- To ensure that the Art curriculum take 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 geography 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.

## Key Skills Acquisition Ladder Art KS1

<b>Year 1</b>	
<b>Drawing</b> Sketching self-portraits Is a self-portrait the same as a photograph?	Can create symbols and scribble patterns.
	Can work from observation.
	Can begin to draw shape correctly.
	Can begin to scale drawing correctly (eg. relative sizes in a composition).
	Can move towards solid infilling with colour pencils.
<b>Painting</b> Do you have to use a paintbrush to paint?	Can mix primary colours.
	Can begin to use black and white to create tints and tones.
	Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.
<b>Exploring</b> Collage Does a collage always have to be made with just one material?	Can respond to ideas to create a composition, image or artefact.
	Can communicate ideas using a variety of media
<b>Evaluating</b> Reflect on the self-portraits and consider any ways to improve.	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
<b>Year 2</b>	
<b>Drawing</b> How can different textures be represented with a pencil? (Animal sketching)	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.
<b>Painting</b> What are the similarities and differences between Van Gogh's Sunflowers and Georgia O'Keefe's ...?	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 use the brush to create a wide range of marks that are being used in their work.
<b>Exploring</b> Young gallery (photography)	Can communicate their own ideas and meanings through a range of materials and processes.
	Can comment on differences in the work of others.
<b>Evaluating</b> What are the similarities and differences between Van Gogh's Sunflowers and Georgia O'Keefe's ...? What different textures could be represented with a pencil?	Can suggest ways of improving their own work.
	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

<p><b>Drawing</b> How does a landscape artist decide where to sketch from? (Constable – Salisbury Cathedral) Collage (texture and rubbings)</p>	Can control a pencil with increasing confidence.
	Can draw whole sketches.
	Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).
	Can confidently work from observation.
<p><b>Painting</b> colour mixing How did the impressionists represent water? (Monet/painting)</p>	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.
<p><b>Exploring</b> How does a landscape artist decide where to sketch from? (Constable – Salisbury Cathedral) How did the impressionists represent water? (Monet/painting)</p>	Can explore their own ideas
<p><b>Evaluating</b> Where did we find the best landscape to sketch from? (Constable – Salisbury Cathedral) Reflect on the way the artist Monet represented water.</p>	Can comment on differences and similarities in their own work and the work of other
	Can adapt and improve their own work

### Year 4

<p><b>Drawing</b> Observational sketching</p>	Can draw whole sketches with detail of surrounds (i.e. including the background).
	Can confidently work from imagination.
	Can solidify infill shapes with coloured pencils and can produce a range of tones with each.
	Can express different feelings through drawing.
<p><b>Painting</b> How do the animals of Henri Rousseau and Franz Marc compare?</p>	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 works with different consistencies of paint.
<p><b>Exploring</b> How do Cubist artists make 3D images into 2D? sculpture (clay)</p>	Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes
<p><b>Evaluating</b> Describe the work of different cubist artists. What comparisons were found between the works of Henri Rousseau and Franz Marc?</p>	Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.
	Can look at and talk about the work of other artists.

<b>Year 5</b>	
<p><b>Drawing</b> How are people represented in Roy Lichtenstein's work?</p>	Can use a range of pencil (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)
<p><b>Painting</b> Pop Art – colour Is printing an efficient method for mass-producing images?</p>	Can begin to use tints in their work.
	Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.
	Can use of colours and their relationships – eg. hot and cold colours
	Can confidently work from direct observation.
<p><b>Exploring</b> Is printing an efficient method for mass-producing images? How are people represented in Roy Lichtenstein's work?</p>	Can create sketch books to record their observations and use them to review and revisit ideas
<p><b>Evaluating</b> How can we adapt and improve our work to the Young gallery project?</p>	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
<b>Year 6</b>	
<p><b>Drawing</b> Surrealism (Shoe box Magrite</p>	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.
<p><b>Painting</b> What do surrealist images tell us about the artist's imagination</p>	Can use complementary colours.
	Can replicate patterns, colours and textures in their work.
	Can confidently work from imagination.
<p><b>Exploring</b> Surrealism (Shoe box Magrite 3D sculpture)</p>	Can begin to use different kinds of paints (Chromar, acrylics, watercolour etc.)
	Can explore and experiment to plan and collect source material for future work.
<p><b>Evaluating</b> Can look at and talk about the work of Surrealist photographers.</p>	Can look at and talk about the work of other artists. (about great artists, architects and designers in history.)
	Can adapt and refine their work to reflect and their view of its purpose and meaning