

# Art Policy



## **Philosophy and purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of art and design. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Acorns Primary is a GLD school. The children that attend have a variety of learning needs, including PMLD, SLD, MLD, ASD, SLCD.

### **At Acorns we value art and design because:**

Art and Design contributes to the development of the whole child emotionally, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

The Intent:

- To give pupils the opportunity to develop specific skills, knowledge and understanding
- To allow pupils to experience experiment with and use colour, form shape, space, texture and pattern.
- To respond to and communicate what pupils see, feel and think, on their own or working with others
- To improve the children's ability to control materials, tools and techniques
- To develop creativity and imagination through a range of complex activities
- To enable children to record from first-hand experience, from imagination, and to select their own ideas to use in their work
- To value and assess pupils own and others' achievements
- To develop increasing confidence in the use of visual and tactile elements and materials
- To have opportunities to learn about art from different times and cultures.
- To promote an active involvement in art, craft and design.
- To have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- To foster an enjoyment and appreciation of the visual arts, artists, craftspeople and designers

We regard art as an important subject because:

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

All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

These aims are consistent with our school philosophy and take account of the primary curriculum statutory guidance.

### The National Curriculum

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

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- About great artists, architects and designers in history.

### Programmes of study

(Early Years KS1& 2)

Each programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way, covering the elements of: Drawing, Painting, 3D

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work, Sculpture, Textiles/Collage, Printmaking, Design, Multimedia and wherever relevant Sketchbooks.

### **Method of delivery –The implementation:**

#### **Early Years**

Art activities will be encompassed in topic related work and through sensory work, expressive arts and design including exploring textures. Activities are planned relating to EYFS and ensure a range of activities to allow children to explore their artistic creativity with support if needed.

#### **KS1 & KS2**

Teaching and learning at Acorns follows three pathways the pre-formal, the semi-formal and the formal. Children are assessed and educated following the pathway that best meets their needs and learning. Art is taught either discreetly or through a topic-based focus. Skills; experiences; range of activities and outcomes are planned to follow the national curriculum descriptors.

For the semi-formal pathway, lessons and activities are planned within the area of 'My Creativity'.

Art experience and activities are delivered through sensory work and discrete lessons. Activities are planned to encompass the skills as identified by the national curriculum. Class teachers plan work which contains the content, differentiated learning activities and learning outcomes following the planning matrix.

#### **Planning & Class Organisation**

Class teachers are responsible for the planning and delivery of art and design (See class teachers planning).

The subject, if appropriate, is also reinforced via cross curricular means. The Subject leader will consult and offer guidance to all staff through discussion, resources and planning.

Immersive weeks /whole school topic weeks such as world awareness compliment and support the teaching or art and design. Were artists can be studied and art based activities and crafts are planned as part of a mini-topic focus.

## **Learning environment**

Activities are organised at the teacher's discretion. Activities are designed to be inspiring and also promote challenge. High quality experiences with a range of resources will be provided.

### **Resources:**

Art resources are found in the art store. Some individual resources are stored in classrooms. The art subject leader orders and monitors resources.

## **Equal Opportunities**

Multi cultural and gender aspects of art are addressed wherever it is relevant. Artists and craft peoples from different cultures and backgrounds are studied.

## **Role of Art Leader**

- To have a good knowledge and understanding of their subject and to keep up to date with any initiatives and developments
- Support colleagues in their development of planning, assessment and recording of activities
- To lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout school
- To offer advice and support to class teachers in the purchase of resources
- Monitor progression of subject throughout school, including moderation

## **Assessment, recording and reporting – The impact:**

- Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. This should take the form of positive reinforcement and helpful direction.
- Whenever possible (depend upon relevance to and ability of the child) children will be encouraged to self-evaluate their work – focusing on achievement, improvement and development. This will be through verbal feedback or recorded in sketch books.
- At Key Stage 2, where appropriate to the individual pupil (pupils following the formal curriculum), sketchbooks are used to record progression.
- Photographic records and some work may be kept.



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## **Appendix A- Curriculum Mapping**

### **Early Years – Seedlings class**

In the EYFS, art and design is predominantly taught through the learning areas expressive arts and design and physical development. The children will have the opportunities to explore textures, colour and tone. Through mixed media, materials, using their hands and tool and making marks. Activities will be based around topic and children's interests which forms the basis for learning. Artwork will be used for inspiration and children will be encouraged to work with a range of media. Activities will include adult lead activities and task focusing on skills and mark making; activities through the provision encouraging investigating and exploring and opportunities for the children to independently explore art through creative stations/areas.

### **Sensory and Profound and multiple learning difficulties (PMLD) – Woodlands class**

These pupils follow a sensory based curriculum (pre-formal) and a topic based themes. The fundamental skills remain the same for these pupils and are covered through the aims of the art and design curriculum for KS1 and whenever possible KS2. These children work at an experimental and exploratory level. These pupils are still learning about and making sense of the world around them. Art for these pupils is giving the children the resources and opportunities to explore through supported tasks. They will be encouraged to explore materials and textures as independently as possible, working on tactile experiences. Children maybe tactile defensive – these children will be supported to build up their tolerance though sympathetic exploration / regulation to enable their ability to handle and explore, supporting their readiness to learn.

At Acorns the subject has been adapted to meet the needs of the pupils. Pupils will work on their skills which will enable them to develop their knowledge. Fundamental skills will be repeated throughout key stages to consolidate these and reinforce their learning.

## Art and Design

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Fundamental skills:** these are the skills that underpin the learning and experience in art (as set out in the aims above). These foundations will be built upon each academic year and include the following:

- Colours – attending to, naming, matching, exploring, becoming aware of colours
  - Mark making – placing mark making tool on surface, exploring strokes lines, circular movements, enclosing spaces
  - Tools – applying different media e.g. paint, oil pastels; using tools to create texture, mark, shape, mould and manipulate
- Plus for formal learners: Observational drawings

**Pre-formal learners** - for these children learning and understanding is predominately through experience. These children are at the early stages of learning. They are learning through handling; attending to; experimenting and exploring. Fundamental skill include touch, mark making and attending to / looking at colours and pattern.

**Semi-formal learners: experiential** - these children are at the early stages of mark making and colour exploration. They may make scribbles/circles/rounds/horizontal and vertical marks. They will be becoming familiar with colour – naming / exploring tone and colour mixing. These children will become more confident in their exploration and manipulation of materials.

**Semi-formal learners: bridge** - these children will be developing more formal drawing techniques and maybe able to draw simple representations – relating to observational drawing of familiar objects/people/animals. They will be able to name colours and show increased independence when investigating and exploring materials, the properties and the effects of these.

**Formal learners**– for these children they will develop their fundamental skills and extend their mark making and drawing skills. They will be encouraged to have their own ideas, explore independently and experiment with the resources provided. They will be able to develop their creativity through activities.

Terms	Autumn	Spring	Summer
KS1 Cedar	Lines and shape	Leaves – the wonder of nature	Birds – the bold and the beautiful
Ideas for lessons and activities to ensure range and coverage of aims of art and design and fundamental skills.	<p>Focus: Mark making: Using different media making a variety of patterned lines, wavy, straight, zig-zag, thick, thin, narrow, and wide (exploring and investigating mark making)</p> <p>Patterns: Colour, line, Painting / colouring in lines and making patterns. Look at patterns talk about them – start with black and white imagery before moving onto colour</p>	<p>Focus: Collage work: Sorting according to specific qualities, e.g. warm, cold, shiny or smooth. Engaging in more complex activities, e.g. cutting a variety of materials.</p> <p>Paintings: Experimenting with and enjoying colour, e.g. mixing powder paint and primary colours. Colour, shape texture: Leaves – colour, collecting, collage, drawing and using wax to make was resistant coloured leaves</p> <p>Using leaves and natural materials to create pictures – small scale, large scale and</p>	<p>Focus: Drawing/ collage/ model work: Using feathers, drawing feathers, painting with. Using paper to create feathers. Dough exploration / Sculpture: Using modelling clay and dough. Cutting, rolling and coiling materials. Adding texture to models using tools. Making shapes from rolled up paper, straws, paper and card. Printing: Extending repeating patterns, e.g. overlapping, using two contrasting colours. Exploring and recreating patterns and textures with an extended range of</p>

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	Colour: naming, primary colours.	collaboratively. Art pieces created in outdoor learning areas in the style of Andy Goldsworthy.	materials, e.g. sponges, leaves or fruit. Using plasticine to create individual prints and designs.
Artists	Bridget Riley / Piet Mondrian	Andy Goldsworthy	Anthony Gormley
Formal learners – extension of work	Creating their own independent piece in the style of the artist.	Drawing leaves, experimenting with colours	Creating bird models and feather observational drawings

Terms	Autumn	Spring	Summer
KS1 Elm	Drawing like a cave man	Drawing with scissors: a colour study	Houses from around the world
Ideas for lessons and activities to ensure range and coverage of aims of art and design and fundamental skills.	<p>Focus: drawing, painting and colouring Linking to: cave drawings Introducing different types of brushes for specific purposes. Exploring tone using different grades of pencil, pastel and chalk.</p> <p>Painting: Exploring the effect on paint of adding water, glue, sand and sawdust. Developing cutting skills through collage activities.</p> <p>Sculpture: Using clay/playdough to make rocks and</p> <p>Mark making/exploration: Applying media to different textures – working on marks and printing with hands etc. Using paint spatter techniques. Using sticks and natural materials to mark with or print with.</p>	<p>Focus: colour studies linked to flowers and plants. Mono printing with oil pastels and carbon paper. Using colour and marks to express mood. Experimenting with water colours, colour washes, ready mix paint etc. Representing things observed, remembered or imagined, using colour and tools.</p> <p>Study the colour wheel.</p> <p>Using scissors. Creating colourful pieces in the style of Henri Matisse.</p> <p>Colour plants and flowers – painting, collage, drawing.</p>	<p>Focus: Exploration of colour, colour mixing and mark making Exploring images through monoprinting on a variety of papers. Exploring images and recreating textures using wallpaper, string, polystyrene etc. Working on small and large scale. Exploring and feeling different textures, linking to building materials. Mosaic work.</p> <p>Sculpture: 3D buildings Using dough/clay to make tiles. Clay pot making. Using tools to add shape and texture to clay work.</p>
Artists	Looking at cave drawings and art work.	Henri Matisse / Georgia O’Keeffe	David Hockney / L.S Lowrey / Gaudi
Formal learners	Creating their own cave art pieces – drawing or hand prints etc.	Observational drawings of flowers/plants	Designing and making their own 3D sculpture / mosaic pattern

**Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Topics and activities and ideas are outlined below. Teachers can plan lessons accordingly to their needs of their children. Some classes will be able to cover the full range of activities, others will cover the skills and give children the experiences. A selection of artists are suggested for study, however one or all can be studied depending upon the nature of the class.

Formal Learners Scheme of work

Terms	Autumn	Spring	Summer
Lower KS2 Willow / Maple	Dragons and birds in eggs – hidden and revealed	Spirals	seascapes/landscapes

	<p>Focus: Drawing: Exploring tone using different grades of pencil, pastel and chalk. Using wax resistance and coloured inks.</p> <p>Collage work: texture exploration: Experiencing different adhesives and deciding on the most effective choice for a given task.</p> <p>Developing skills of overlapping and overlaying.</p> <p>Sculpture: creating nests and eggs through using different materials including natural materials and paper mache.</p> <p>Awe and wonder – what’s inside? Using hidden objects/ opening containers.</p>	<p>Printing Exploring colour mixing through printing, using two colours and a variety of materials. Using printing to represent the natural environment</p> <p>Focus: Colour Artist: Art Wassily Kandinsky: Painting to music, exploring shape, using paint effects and layering techniques to recreate his concentric circles. Experimenting with 3d shapes.</p> <p>Collage work: Embellishing, using a variety of techniques, including drawing, painting and printing.</p> <p>Paintings Introducing primary and secondary colours with the addition of black and white and other hues. Creating different effects by using a variety of tools and techniques such as dots, scratches and splashes.</p> <p>Printing Recreating images through relief printing using card.</p> <p>Sculpture – spirals using paper or card to create 3D pieces.</p>	<p>Focus: Drawings Experimenting with line, tone and shade. Using a range of materials to produce line, tone and shade. Using simple ways of introducing perspective.</p> <p>Collage – using bright bold colours and a variety of paper and card. Exploring layering of paper.</p> <p>Study waves and link to movements – making large and small scale marks.</p>
Formal learners	Drawing an egg. Drawing what will be found in the egg.	Creating art work in style of Kandinsky	Drawing waves or a sea scape
Artist		Wassily Kandinsky	Hokusai / Chas Jacobs

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KS2 Ash	Artist inspirations – illustrators	African patterns - crafts people	Thoughtful mark making
	<p>Artist inspirations – illustrators: bringing stories/poems to life</p> <p>Focus: Drawings (e.g. pencil, chalk, pastel, charcoal)</p> <p>Drawing familiar things from different viewpoints.</p> <p>Using line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect</p> <p>Sculpture: Creating 3D versions/imagery from illustrators drawings or descriptions ie characters from Roald Dahl</p>	<p>Focus: observational drawings and representations.</p> <p>Looking at repeated patterns in cloth and fabric.</p> <p>Working with wax – batik based activities.</p> <p>3D work – creating jewellery– working with beads, making paper beads; using natural materials to create necklaces/bracelets.</p>	<p>Painting – exploring brushes and brush techniques</p> <p>Drawings: observational drawings – landscapes.</p> <p>Collage – experimenting with paper. Using different textures, shiny, dull paper etc. to recreate a piece in the style of Klimt.</p>
Artists	Michael Foreman Axel Scheffler, Beatrix Potter, Eric Carle, Nick Sharratt, Quentin Blake, Rod Campbell, Eric Carle	Native crafts and drawings from Africa	Klimt

KS2 Pine	Patterns and design – crafts	Flowers / landscapes	Animals
	<p>Macintosh – pattern, crafts, printing</p> <p>Focus: colour, pattern and texture.</p> <p>Using plants and flowers as starting points.</p>	<p>Focus: observational drawing</p> <p>Artist: Vincent Van Gogh</p> <p>Using sketchbook to collect, record &amp; evaluate work. Improve mastery of techniques of drawing and painting.</p>	<p>Animals in the jungle</p> <p>Focus: observational drawings.</p> <p>Using colour for purpose and representations.</p>

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	<p>Drawing: observational drawings Looking at stained glass. Working on repeated shapes and patterns. Experimenting with block colours.</p> <p>Painting on to ceramic tiles or acrylic boards.</p>	<p>Looking at the work on Vincent Van Gogh learning of his journey and compare his earlier works with his more modern pieces</p> <p>Drawings: Experimenting with line, tone and shade. Using a range of materials to produce line, tone and shade. Using simple ways of introducing perspective.</p> <p>Explore dark and warm colours to achieve different effects.</p>	<p>Collage- working on layering techniques to give depth and intrigue to pieces.</p> <p>Study of Henri Rousseau</p> <p>Sculpture work – using natural and metal materials to create 3D animal sculptures.</p>
Artists	Charles Rene Macintosh / William Morris	Vincent Van Gogh	Henri Rousseau

KS2 Oak	<p>Making magic spells</p> <p>Focus: exploring texture tone and colour</p> <p>Collecting natural materials to create spells.</p> <p>Observational drawings and paintings – using crayons, pencils, charcoal.</p> <p>3D work – creating sculptures and representations of objects with material and fabric.</p>	<p>Landscapes / cityscapes</p> <p>Focus: Drawing and Architecture.</p> <p>Drawings: Selecting appropriate media and techniques to achieve a specific outcome. Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc. Study of Stuart architecture: Paintings and drawings of Stuart houses Exploring colour tone and expression through images relating to the Great Fire of London 3D work: modelling houses and buildings Sketchbook work</p>	<p>Bright Art</p> <p>Drawings Selecting appropriate media and techniques to achieve a specific outcome. Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.</p> <p>Colour and repeated imaginary. Taking photographs of people and objects. Colouring using IT programme and painting. Repeated printing patterns using foam.</p>
		Monet	Andy whorl / Romero Britto

## Semi formal Scheme of Work

Art and Design will relate to the topics and will form the basis for the main themes of the artwork. Skills to be covered as outlined in the national curriculum through the topics. Artists are included for classes to cover and study throughout the year, but not included for every topic. Within these topics elements of art and design will be studied through planned activities, working in both 3D and 2D.

## EYFS/Woodlands

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Seedlings</b>	Art and Design forms part of the expressive arts and design are of learning from the Early Years Foundation stage Curriculum. Class-based arts using different materials and media. Children to explore using hands and tools to work with. Activities to be based in 3D and 2D with a mix of adult directed to support skill progression. Children will have the opportunity to independently explore colour/ shape / texture and drawing through free exploration and creative opportunities in the provision.					
<b>Woodlands</b>	<b>Food glorious food</b>	<b>Festivals</b>	<b>We're going on a bear hunt</b>	<b>Superheroes</b>	<b>Ancient Egypt</b>	<b>Commotion in the ocean</b>
<b>artist/skill focus</b>	Giuseppe Arcimboldo	Phil Smith	Helen Oxenbury	Exploring colour	Egyptian crafts and traditional artwork	Exploring colour Katsushika Hokusai

Version i – thematic curriculum with artists/focus highlighted

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cedar</b>	<b>Amazing me</b>  Self portraits	<b>Brilliant bears</b>	<b>The toy shop</b>  Crafts people	<b>Colour my world</b>  Steven Brown	<b>How does your garden grow?</b>  Monet	<b>Here to help</b>
<b>Elm</b>	<b>Vegetables rock</b>  vegetable printing / observational drawings etc	<b>Houses and homes</b>  LS Lowrey	<b>Let's go wild</b>  Henri Rousseau	<b>Welcome to the circus</b>  colour and materials	<b>Park life</b>	<b>Shore is fun</b>  Exploring colour / textures Katsushika Hokusai
<b>Maple</b>	<b>Brilliant bodies</b>  Andy Warhol	<b>The polar express</b>	<b>On the move</b>  Jackson Pollock	<b>Once upon a time</b>  Disney / fairy tale artists	<b>Down on the farm</b>	<b>Our furry friends</b>

KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	<b>A day at the fair</b>  Romero Britto	<b>Stone age rocks</b>  cave drawings and patterns	<b>It's a pirate's life for me</b>	<b>The carnival of the animals</b>  carnival costumes and headdresses/ jewellery– crafts	<b>Brilliant bugs</b>  3D sculpture	<b>Good to be me</b>  Picasso
Ash	<b>One small step for man</b>  Peter Thorpe	<b>Horrible histories</b>  crafts people	<b>Magical marvellous materials</b>  Gustave Klimt	<b>Dinosaur stomp</b>	<b>Nature detectives</b>  Andrew Goldsworthy	<b>To the rescue</b>
Pine	<b>Light up my world</b>  Vincent Van Gogh	<b>Me and My community</b>	<b>Down in the woods</b>	<b>African safari</b>  African crafts – jewellery/fabric	<b>Diving deep</b>	<b>The greatest showman</b>  Costumes / bright colours
Oak	<b>What on earth</b>  artwork related to subject – 3D models of volcanoes and natural earth	<b>Barnaby goes to Europe</b>  Georges Seurat	<b>Bright sparks</b>  Leonid Afremov	<b>London's burning</b>  architecture / drawings of buildings / black and white study	<b>Knights and dragons</b>  Drawings of dragons / 3D models / feather study	<b>Celebrations</b>  Henri Matess
<p><b>There will be further art-based learning opportunities and experiences through:</b>                      Thematic weeks                      Religious festivals / events in the calendar.</p>						

Version ii – thematic curriculum with artists/focus highlighted

Cedar	Amazing Me  <b>Self portraits</b>	What's in the toy box  <b>Crafts people</b>	Here to help	Paws, claws and whiskers  <b>Drawing/materials</b>	How does your garden grow  <b>Monet</b>
Elm	Elm Park life  <b>Natural materials – pictures/collage</b>	Houses and Home  <b>LS Lowrey</b>	Welcome to the circus Creativity  <b>Colour and materials</b>	Lets go Wild  <b>Drawing/materials</b>	Shore is fun  <b>Exploring colour / textures John Dyer</b>
Maple	Brilliant bodies  <b>Picasso</b>	Marvellous materials  <b>Gustave Klimt</b>		Mad about minibeasts  <b>3D sculpture</b>	
Willow	Theres no place like home  <b>Exploration of materials</b>	Rumble in the jungle  <b>Henri Rousseau</b>		On the Move	
Pine	Me and my senses  <b>Making making/drawing</b>	Whatever the weather  <b>Skai fowler</b>		Me and my community  Photography	
Ash	Horrible histories  <b>Crafts / sculpture/materials</b>	One small step for mankind  <b>Peter Thorpe</b>		What on earth  <b>Textures and sculpture</b>	
Oak	From a little spark  <b>Leonid Afremov</b>	Around the world in 80 days		Dungeons and Dragons  <b>Drawings of dragons / 3D models / feather study</b>	