



Villiers Primary School

# Art & Design Policy

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R. Craft

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

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## **Philosophy**

“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 history, and contribute to the culture, creativity and wealth of our nation.” National Curriculum 2014

Art is the physical experience of creating imaginative images and constructing them in either a two dimensional or three dimensional form to show how the individual has reacted to the initial visionary image. Every individual reacts differently to the experiences given and therefore art is an excellent medium in which children may express their personal feelings.

Design is the plan that shows the details of how something is to be constructed. It is the arrangement of the elements of a work of art or artefact that helps the individual to visualise the final outcome of work.

## **Rationale**

An art and design scheme must provide an experience, based upon a mixture of disciplines and freedoms, which is both imaginative and constructive. Its purpose should be to create a balance between the forces of human personality and the rational and logical processes. What the child is given should be balanced with what he or she is capable of discovering for themselves.

## **Art and Design in the Classroom**

- There should be a happy relaxed environment within the classroom and between teacher and pupils. Children should be able to discuss amongst themselves the work being done, and encouraged to help others. This will help pupils to gain satisfaction and confidence.
- The teacher will have clear aims for what they hope to achieve in the art lesson, based on the needs and development of the children. Assessment data will be used to plan a specific learning objective and children will know what they need to do in order to achieve to the best of their ability.
- Staff will believe in the importance of what they are doing in order to transmit enthusiasm to the children.
- The room should be ready and safely laid out before work commences.
- Praise must be given to talent and to effort throughout the lesson.
- Plenary sessions throughout are valuable to praise and confirm the main objectives of each lesson.

## Aims and Objectives

In both key stages, pupils should be given the opportunity to:

- Undertake a broad, balanced programme of art, craft and design activities which clearly builds on previous work and take into account previous achievement.
- Work individually, in pairs, in groups and as a whole class, to foster team work and respect
- Foster a positive attitude and enjoyment in all aspects of Art and Design
- Make appropriate use of ICT.
- Use a variety of media and materials
- Work in 2D and 3D and on a variety of scales
- Use the outside space both as inspiration and as a material.
- Develop their skills, both creatively and technically.
- Encourage experimentation and imagination. Foster original thought and different ways to complete the same brief.
- Evaluate their own work and that of their peers. Develop the use of the sketchbook as a way of improving their own skills and evaluating their work.
- Understand and appreciate art in a variety of styles from a variety of cultures.
- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world in which they live, both locally and globally.
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and process to communicate ideas, feelings and meanings.
- Explore with children ideas and meanings through the work of artists, craftspeople and designers, and help them to learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures to communicate ideas, opinions and feelings.
- Support pupil's spiritual, moral, social and cultural development
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

## **Inclusion**

In order to make sure that teachers are offering all children effective learning opportunities, the scheme of work for Art and Design should:

- Include challenging opportunity for the children of different abilities and aptitudes in each year of each key stage.
- Motivate the children enabling them to understand and review their own learning.
- Cater for children's diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of children.

All children need a meaningful context, a clear purpose and concrete sensory experience in order to learn and progress in Art and Design. Art and Design is not only a visual experience. Contemporary art often combines media in multi-sensory works such as illustrations. These use the viewer's sense of touch, hearing and movement through space, as well as sight. By extending teaching and learning in Art and Design to include all the senses, teachers can provide for the variety of thinking skills and learning styles that will include all learners.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Early Years Foundation Stage Curriculum**

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. In the Early Years Art is taught through half termly topics, according to the children's interests. Topics in Nursery have included Growing, Ourselves, People Who Help Us and The Farm. Topics in Reception have included Fairy Tales, The Zoo, Space and Winter Wonderland. Staff plan following the EYFS document for 2021, taking into account the needs and development of the children.

## Curriculum Organisation KS1/2

- Art and Design will be taught for 1 hour per week from Years 1-6, in classrooms.
- Preparation to be carried out by the class teacher, teaching assistants and child monitors (with supervision).
- All Art materials are stored in an Art store located in Year 4.
- Materials to be collected and returned from the Art Store before the start and the end of the day. Staff are to take only what they need.
- Child monitors to be trained to tidy away in time for the next lesson to begin.
- Display of work to be carried out by the class teacher or teaching assistant, with consultation with the children. Displays to be changed half termly.
- Every child in Year 1 will be given a sketchbook, which will be passed up to the next year group to continue until completed. When complete the finished sketch book should be saved and continue to be passed up to show progression.
- Visits to Bilston and Wolverhampton Art Gallery will be arranged by class teachers as appropriate
- Villiers Primary School follow detailed Medium Term Topic Plans giving lesson content, which is progressive and based on National Curriculum guidelines 2014.

## Programmes of Study KS1 and KS2

### National Curriculum in England: Art and Design Programme of Study

#### Purpose of study

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 history, and contribute to the culture, creativity and wealth of our nation.

#### Aims

The national curriculum for art and design aims 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 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

#### Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

## **Subject Content**

### **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

### **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 and clay.
- about great artists, architects and designers in history

# Villiers Primary School

## Topic Year Plan

(Art taught linked to Humanities and DT under Topic banner)

Year Group	Autumn	Spring	Summer
1	All About Me School and the Local Area	Toys Weather and Seasons	IBN Battuta and Explorers Around the World
	Remembrance Day School and the Local Area	Schools Weather and Seasons	Seaside holidays Seasides
2	Great Fire of London/Bonfire Night UK Countries and Capital Cities	Heroes (Significant Individuals) Seas and Oceans	Walter Tull Africa (contrasting with local area)
			George Stephenson Africa (contrasting with local area)
3	Local Area, Our High street Local Area-Our Street	Stone Age to Iron Age Britain Italy, compare to local area	Roman Empire and its impact on Britain Study of a region in UK
	Stone Age to Iron Age Britain The Geography of Europe	Roman Empire and its impact on Britain Italy, compare to local area	Books through time Study of a region in UK
4	Britain's Settlements – Anglo Saxons and Scots. The Vikings and Anglo-Saxons. Edward the Confessor Settlements Local area settlement – land use etc		Egyptians Rivers (River Nile) Water Cycle
5	Maya South America	Explorers, Migration, journeys to Britain Weather and Climate	Local Study – Local History School Local Study
	Tudors-Monarchs and their reigns –(Contrast to previous monarchs including Roman Emperors and Egyptian Pharaohs) Brazil	Explorers, Migration, journeys to Britain Mountains	
6	Children in World War 2 Extended Period of Study Trading and Economics	Crime and Punishment Storms, earthquakes and volcanoes	Ancient Greece Our Changing World (weathering, erosion, climate change)

## Art and Design Long Term Planning

Year Group	Autumn	Spring	Summer
1	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</li> </ul>		
	<p><b>All About Me</b> (including Toys, School and the Local Area)  <a href="#">Memory Box/Childhood/Street Detectives</a></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- learning drawing techniques -pencils</li> <li>- using pastels, charcoal</li> <li>- colour wheel, mixing primary colours</li> <li>- drawing and painting portraits</li> <li>- painting the local area</li> <li>- sculpting, using natural materials and clay</li> <li>- simple block printing using natural materials,</li> <li>- collage using textiles</li> <li>- simple stitching – running stitch</li> <li>-recording ideas in their sketchbook</li> </ul> <p><b>Artists:</b>  <a href="#">Barbara Walker</a> (Black British female artist )  <a href="#">Van Gogh</a> (Dutch <b>Post-Impressionist</b> Male artist)  <a href="#">Faye Hsu</a> (Female Asian artist)  <a href="#">Paula Woof</a> (Female local artist)  <a href="#">Kevin Williams</a> (Male local artist)</p> <p><b>Sculptors:</b>  <a href="#">Andy Goldsworthy</a> (Male <b>Environmental Art</b> British artist)  <a href="#">Ana Mendieta</a> (Female Cuban American artist)  <a href="#">Henry Moore</a> (Male <b>Modernist</b> British artist)  <a href="#">Barbara Hepworth</a> (Female <b>Modernist</b> British artist)</p>		<p><b>Around the World</b> (including Island Life)  <a href="#">Land Ahoy</a></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- drawing techniques -pencils</li> <li>- using coloured pencils, pastels</li> <li>- watercolour - washes</li> <li>- sculpting, using clay (patterns, painting)</li> <li>- block printing using natural materials,</li> <li>- Traditional world fabrics – floral patterns</li> <li>- paper weaving</li> <li>- simple stitching –running stitch</li> <li>-recording ideas in their sketchbook</li> </ul> <p><b>Artists:</b>  <a href="#">Wasantha Namaskara</a> (Black Sri Lankan male artist)  <a href="#">Diane Britton Dunham</a> (American Black female artist)</p> <p><b>Sculptors:</b>  <a href="#">Nakazzi Hutchinson</a> (Female Jamaican artist)</p> <p><b>Designer and Craft Maker:</b>  <a href="#">Gunta Stolzl</a> (German female chair maker)</p>

<p>Y 2</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</li> </ul>		
	<p><b>Fire</b> (Great Fire of London / Bonfire Night) <a href="#">Bright Lights, Big City</a></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- recording ideas in their sketchbook - sketching techniques – still life</li> <li>- using charcoal – blending, smudging - paint</li> <li>- lightening and darkening, mixing, using different brush sizes, mixed media</li> <li>- sculpting, using clay – pinch, roll, carving, painting</li> <li>- simple block printing using natural materials,</li> <li>- collage using textiles</li> <li>- simple weaving with fabric</li> </ul> <p><b>Artists:</b>  <a href="#">John Michael Wright</a>  <a href="#">Sir Peter Lely</a> (English Male artists)  <a href="#">Giuseppe Arcimboldo</a> (Italian male painter)</p> <p><b>Craft Makers:</b>  <a href="#">Stuart textile makers</a>  <a href="#">The Weaver’s Company</a></p>	<p><b>Heroes</b> (Famous people) <a href="#">Movers and Shakers/ Heroes and Villains/Moon Zoom</a></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>-recording ideas in their sketchbook</li> <li>-drawing and sketching – pencils, pens, wax crayons</li> <li>- paint – watercolour - lightening and darkening, mixing, using different brush sizes, mixed media</li> <li>- sculpting busts using clay – pinch, roll, carving, painting</li> <li>-manipulating photographs</li> <li>- simple mono printing /impressed printing</li> <li>- Modifying textiles - painting, by knotting, fraying, fringing, pulling threads, twisting, plaiting, stitching</li> </ul> <p><b>Artists:</b>  <a href="#">Hans Holbein the Younger</a> (German Male court painter to Henry VIII)  <a href="#">Annie Leibovitz</a> (Jewish American female photographer of famous celebrities)  <a href="#">Tai-Shan Schierenberg</a> (British born artist of Chinese and German descent)</p> <p><b>Sculptors:</b>  <a href="#">Charley Palmer</a> (Black American artist)</p> <p><b>Craft Makers:</b>  <a href="#">Elizabeth Catlett</a> (Black American printmaker)</p> <p><b>Designers:</b>  <a href="#">Vivienne Westwood</a> (British female clothing designer) and <a href="#">Rhianna</a> (Barbadian designer of Fenty clothing)  <a href="#">Jock Kinnear</a> and <a href="#">Margaret Calvert</a> (British designers of UK road signs)</p>	<p><b>Africa</b> (contrasting with local area)</p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>--recording ideas in their sketchbook</li> <li>drawing – lines, using various media to draw onto different paper and materials</li> <li>- paint – watercolour- mixing colours, lightening and darkening colours, without the use of white and black paint, colour wheel</li> <li>- sculpting tiles using clay – carving, paint</li> <li>- printing with 2 colours</li> <li>-dying and modifying fabrics</li> </ul> <p><b>Artists:</b>  <a href="#">John Constable</a> (British male artist)  <a href="#">Edward Saidi Tingatinga</a> (Black Tanzanian painter)</p> <p><b>Craft Makers:</b>  <a href="#">Justine Aldersey- Williams</a> (Female British designer)</p> <p><b>Designers:</b>  Traditional and modern African wax prints <a href="#">Khady Sy Savane</a> (Female French designer of African descent)  <a href="#">Laura Ashley</a> (English female textile designer)</p>

<p>Y 3</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>		
<p><b>Stone Age to Iron Age Britain Tribal Tales</b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- using sketchbooks to explore, record, sketch and build on ideas</li> <li>drawing – using charcoal to shade 3D, pastels to show light/shade</li> <li>- painting in the style of Stone-Age cave painters, using a wash, light, dark and complimentary colours and mixing colours, shades and tones.</li> <li>- sculpture - clay – rolling and carving stone balls, using natural materials</li> <li>-printing – mono printing</li> <li>-textiles – dying with natural dyes, adding simple embellishments</li> </ul> <p><b>Artists:</b></p> <p><a href="#">Lascaux Cave paintings</a> <a href="#">Kapilash Nadarajah</a> (Sri Lankan Asian male artist)</p> <p><a href="#">Pablo Picasso</a> (Spanish <b>Cubist</b> male artist) <a href="#">Grace Divine</a> (black American artist).</p> <p><b>Sculptors and Craft Makers:</b> stone age crafts people</p> <p><b>Designers:</b></p> <p><a href="#">Mary Katrantzou</a> (British female) <a href="#">Anna Sui</a> (Chinese American female)</p>	<p><b>Roman Empire I am Warrior</b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- using sketchbooks to explore, record, sketch and build on ideas</li> <li>- drawing – pencils, wax crayons, pens 3D</li> <li>-painting – mixing colours, including skin tones, choosing brush size, large scale, watercolours</li> <li>- sculpture – pinching, carving, manipulating clay</li> <li>- printing – making own blocks</li> <li>Textiles – changing and modifying fabrics</li> </ul> <p><b>Artists:</b> <a href="#">Margaret Godfrey</a> (American female water colourist)</p> <p><b>Sculptors:</b> <a href="#">Thutmose 'Bust of Queen Nefertiti'</a> (1340 BC)</p> <p><a href="#">Ah Xian</a> (Chinese male sculptor) 'China China – Bust 71'</p> <p><b>Craft Makers:</b> <a href="#">Wall frescos from Pompeii and Herculaneum</a> <a href="#">Roman jewellery and the Craftsmen that made them</a></p> <p><b>Architects:</b> <a href="#">Zaha Hadid</a> (Iranian female architect) <a href="#">Frank Lloyd Wright</a> (American male Architect) <a href="#">Tom Wright</a> (British male)</p>	<p><b>Study of a region in UK</b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- using sketchbooks to explore, record, sketch and build on ideas</li> <li>- drawing – sketching designs, using a variety of media to show colour and design, mixed media (paper collage)</li> <li>- painting – mixing colours, including skin tones, choosing brush size, perspective and complimentary colours, stylisation</li> <li>sculpture - pinching, carving, manipulating clay, adding clay</li> <li>printing – 3 colours</li> <li>textiles – dying fabric, embellishing and modifying fabric</li> </ul> <p><b>Artists:</b> <a href="#">Henry Warren</a> (English male artist) <a href="#">Miss Theodosia Hinckes</a> and <a href="#">Mrs Rebecca Moore</a> (English female watercolour painters)</p> <p><b>Sculptors:</b> <a href="#">Sarah Tombs</a> (Female British artist) <a href="#">Tessa Pullan</a> (Female British artist) <a href="#">Miles Davies</a> (Male British artist) <a href="#">Ceramicist Akiko Hirai</a> (Female Asian sculptor)</p> <p><a href="#">Stoke on Trent female pottery maker Clarice Cliff/ Glasgow designer and craftsman Charles Rennie Mackintosh/ Japanese born female ceramicist Aki-ko Hirai now based in Stoke Newington.</a></p> <p><b>Craft Makers and Designers:</b> <a href="#">Bilston enamel maker Dovey Hawksford / japanning J. W. Baker</a></p> <p><b>Architects:</b> <a href="#">Francis Goodwin</a> (Male English architect) <a href="#">Captain Wilson</a> (English town engineer) <a href="#">WCC architects</a></p>	

Y4	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>	
	<p><b><u>Britain's Settlements – Anglo Saxons and Scots / The Vikings and Anglo-Saxons/Edward the Confessor Traders and Raiders/1066</u></b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- using sketchbooks to explore, record, sketch and build on ideas</li> <li>- drawing – sketching with pencils – lines, patterns , wax crayons, pens 3D</li> <li>-painting – mixing colours, tones and shades, choosing brush size, watercolours, wash</li> <li>- sculpture – coiling, carving, joining and manipulating clay, large collaborative work</li> <li>- printing – making own blocks, 3 colour repeating patterns</li> <li>-textiles/printing – printing patterns onto fabric, adding stitches and embellishments</li> </ul> <p><b>Artists:</b></p> <p>JW Turner (English male watercolour painter)  Hokusa (Japanese Male artist)  Valerie Anne Kelly (British female painter)  Jenn Tate (British female artist)  Arturas Slapsys (Male Lithuanian artist)  Garth Ennis (British make comic book artist)</p> <p><b>Sculptors:</b></p> <p>Antony Gormley (English male sculptor)  Sean Henry (English male sculptor)</p> <p><b>Craft Makers:</b></p> <p>‘Codex Aureus of Canterbury and Codex Aureus Holmiensis’  The <a href="#">Lindisfarne Gospels</a></p>	<p><b><u>Egyptians (River Nile) Pharaohs/Flow</u></b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- using sketchbooks to explore, record, sketch and build on ideas</li> <li>- drawing – pencils, charcoal, felt pens</li> <li>-painting – tempera blocks, mixing colours, including skin tones, choosing brush size, complimentary colours, watercolours</li> <li>- sculpture – natural materials, paper mache, armatures, Modroc</li> <li>- printing – making own blocks</li> <li>- textiles/printing – paper batik, 3 colour fabric printing, dying fabric</li> </ul> <p><b>Artists:</b></p> <p>David Hockney (British Pop Artist male painter)  Roy Lichtenstein (American male Pop artist)  Carole Wilson (Australian female painter).</p> <p><b>Sculptors:</b></p> <p>Agnes Denes (Hungarian female artist)  Jill Townsley (English female sculptor, working with natural materials)</p> <p><b>Designers:</b></p> <p>Ahmed Sabry and Daki Marouf of Sabry /Marouf (Egyptain male jewellery designers) aDima Rashid of Dima Jewellery (Kuwaiti born female, living in Egypt)</p> <p><b>Architects:</b></p> <p>Ming Pei (Chinese American architect)  Veldon Simpson (British/ Australian)  Bjarke Ingels (Danish male designer)</p>

<p>Y 5</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>		
	<p><b><u>Maya – Rainforest/Water Cycle</u></b> <a href="#">Hola Mexico/Allotment</a></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use</li> <li>- sketching, shading, hatching, using view finders</li> <li>-printing – making blocks, patterns, repeating designs,</li> <li>- clay- pinching, slabbing, coiling, using slip, carving, decorating with paint, glaze or polishing</li> <li>- painting – controlling marks made, mixing colour, tone and shade; layering colours to create depth of colour and tone</li> </ul> <p><b>Craftsperson:</b> <a href="#">Susie MacKenzie (Scottish female printer)</a></p>	<p><b><u>Voyages of Discovery/ Explorers/ Columbus /Drake/ Mountains</u></b> <a href="#">Urban Pioneers</a></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use.</li> <li>- sketching, shading, hatching, using view finders, colour, tone, 3d, perspective, proportion, line, tone, pattern, texture</li> <li>- sculpture with natural materials, joining and making sculptural shapes, coiling, slabbing, pinching and decorating clay</li> <li>- printing onto fabric, making own block, using 3 colours and adding embellishments, including stitching</li> </ul> <p>Painting - controlling the types of marks made and experimenting with different effects and textures, mixing and matching colours to create atmosphere and light effects, mixing colour, shades and tones with confidence building on previous knowledge.</p>	<p><b><u>Local Study – Local History School</u></b> <a href="#">Misty Mountains</a></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use</li> <li>- drawing proportion, scale, tone, line, shadow, preliminary drawings, composition, smudging, blending, grading,</li> <li>- painting – composition, atmosphere, skyline, vanishing point, perspective, wash</li> <li>-sculpture – armature, Modroc, collaborative group work, clay using techniques learnt</li> <li>-printing onto fabric, designing own block and using own method</li> <li>-textiles, adding embellishments, dying, modifying, batik</li> </ul>

<p>Y 5 c o n t</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>		
	<p><b><u>Tudors-Monarchs and their reigns –(Contrast to previous monarchs including Roman Emperors and Egyptian Pharaohs)</u></b></p> <p>By:</p> <ul style="list-style-type: none"> <li>- Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use</li> <li>- sketching – designs, charcoal to blend, smudge, overlay, proportion, scale,</li> <li>-painting – creating atmosphere,</li> <li>- sculpture – armature, using recycled materials, 3D, joining materials, adding materials for effect</li> </ul> <p><b>Artists:</b> Hans Holbein (German male painter)</p> <p><b>Designer/architects:</b> Hampton Court palace, which began building by Cardinal Wolsey and later added to by Sir Christopher Wren (English male designer).</p>	<p><b>Artists:</b> Edward Burne-Jones (Birmingham male member of the Pre – Raphaelite and Arts and Crafts movement)</p> <p><b>Sculptors:</b> Gwynneth Holt (Wednesbury born female sculptor) Richard Shilling (British Environmental Art Male sculptor using natural materials) Andy Goldsworthy and Agnes Denes (Environmental Art)</p> <p><b>Designers and craftspeople:</b> William Morris (English male founder of the Arts and Crafts movement and supporter of the the Pre – Raphaelite Movement) Orla Kiely (Irish female fashion designer)</p>	<p><b>Artists:</b> Jodocus Hondius the elder ( Dutch male painter) Sebastiano del Piombo (Italian male painter) Cornelis de Vries (Dutch male watercolourist) James E McConnell (British book cover watercolour artist)</p> <p><b>Sculptors:</b> Anish Kapoor (British Indian sculptor specializing in installation art and conceptual art)</p> <p><b>Designers and craftspeople:</b> Native American designs Pendleton (American fashion company) Louise West (British female designer) Milča Eremiášová (Czech female lace maker) Hazel Tindall (British female knitter) Peter Allinson (British male knitter).</p>

Y6	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>		
	<p><b><u>Children in World War 2/ Trading and Economics A Child's War/Fallen Fields</u></b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- drawing –blending, smudging, Charcoal, pastels, using lines to emphasise specific areas, cross hatching using a variety of materials, 2D, 3D, light, shade, composition, perspective and proportion, viewfinders</li> <li>-painting - different effects and textures including blocking in colour, washes, thickened paint creating textural effects, mixing colour, shades and tones with confidence building on previous knowledge, mixing colours, wash, foreground, background</li> <li>- printing – using different techniques of choice,</li> <li>- sculpture – clay using different techniques learnt and decorating according to choice</li> </ul>	<p><b><u>Storms, Earthquakes and Volcanoes Tremors</u></b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- drawing –blending, smudging, Charcoal, pastels, using lines to emphasise specific areas, cross hatching using a variety of materials, 2D, 3D, light, shade, composition, perspective and proportion, viewfinders, horizon</li> <li>-painting - different effects and textures including blocking in colour, washes, thickened paint creating textural effects, mixing colour, shades and tones with confidence building on previous knowledge, mixing colours and tones, wash, foreground, background, textural effects</li> <li>- printing – using different techniques of choice,</li> <li>- sculpture –buildings and furniture as sculpture</li> </ul>	<p><b><u>Ancient Greece Gods and Mortals</u></b></p> <p><b>By:</b></p> <ul style="list-style-type: none"> <li>- drawing –still life, blending, smudging, Charcoal, pastels, using lines to emphasise specific areas, cross hatching using a variety of materials, 2D, 3D, light, shade, composition, perspective and proportion, viewfinders</li> <li>-painting - different effects and textures including blocking in colour, washes, thickened paint creating textural effects, mixing colour, shades and tones with confidence building on previous knowledge, mixing colours, wash, foreground, background, oil</li> <li>- printing/textiles – using different techniques of choice to print on fabric and add decoration to print</li> <li>- sculpture – papier mache, Modroc using different techniques learnt and decorating according to choice, paper or wire armature</li> </ul>

<p>Y6 Cont.</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>		
	<p><b>Artists:</b> Victor Alfred Lundy (Russian born American) Hans Liska (Austrian male artist) Sketches made by Jewish children in the concentration camps Henry Moore's Shelter Drawings L S Lowry (British male painter) <b>Naïve Art or Primitivism</b></p> <p><b>Designers:</b> Hans Schweitzer (German designer).</p>	<p><b>Artists:</b> JW Turner (British male artist) Renoir (French <b>Impressionist</b> painter) Gustave Caillebotte (French <b>Impressionist</b> painter) Vincent Van Gogh (Dutch <b>Post-Impressionist</b> male painter)</p> <p><b>Sculptors:</b> Rebecca Ringquist (American female fabric artist) Victoria Udondian (Nigerian female fabric artist)</p> <p><b>Designers:</b> Sabrina Möllers (Female German furniture designer)</p> <p><b>Architects and Designers:</b> Zaha Hadid Fariborz Sahba (Male Iranian architect)</p>	<p><b>Artists:</b> Caravaggio (Italian male painter) J.W Waterhouse (Victorian British male member of the <b>Pre-Raphaelite Movement</b>) Peter Paul Reubens Lavinia Fontana (Italian female portrait painter)</p> <p><b>Sculptors:</b> Myron and Phidias (Ancient Greek male sculptors) Exekias and Epiktetos (Ancient Greek male vase painters)</p> <p><b>Architects:</b> James Hoban) Christian Heinrich Grosch, 'Fontana di Trevi'in Rome Filippo della Valle, Giovanni Grossi, and Andrea Bergondi (Italian male architects)</p>

## Health and Safety

- Staff must consider resources carefully, taking into account the needs and the ability of the children.
- Lessons must be prepared before the lesson and there should be enough resources for all the children.
- All chains must be tucked into clothes before a lesson begins (this includes teachers).
- Long hair must be tied back.
- All tools must be used sensibly and carried with the sharp end facing downwards.
- Aprons must be worn for 'messy' activities.
- Little or no walking around the classroom during practical sessions.
- Only monitors/staff to clear away, everyone else must remain seated whilst this takes place.
- Only the monitors/staff to collect and give out equipment.
- All materials must be handled with the utmost of care at all times
- Tidying up must be done sensibly and the classroom left in a clean and tidy manner.
- If breakable objects are used for still-life drawing, the class teacher needs to show extra care and diligence.
- Visitors must all have all relevant safety checks to work with children

Activities are carried out within classroom bases and when appropriate the outdoor classroom. When using classrooms, the layout may need altering for health and safety purposes i.e. cutting, or provision of sufficient space for operations to be carried out by each group.

### The teaching area should

- Provide a safe stimulating environment with suitable display
- Convey images of children's art work and work by famous artists
- Have surfaces suitable for the activity being carried out

### Learning resources

- Materials and equipment are centrally stored in Year 4 stock cupboard and support the Art and Design Scheme of Work
- Collection of materials should be before lesson times and should be replaced neatly at the end of the day
- The Curriculum Leader will monitor resources half termly and stock take annually
- Class Teachers will inform Curriculum Leader of any used/broken resources

# Curriculum Links

## Communication

Through recoding of ideas, notations, research, discussion etc.

## Number

## Problem Solving

Adapting, investigating, solving, experimenting and designing

Pattern, shape, space, size, enlargements, 2D and 3D etc.

## History/Geography/RE/Science

Linking Art and Design to Curriculum Topic areas where possible. E.g. Stone Age cave paintings

## SMSC

Encouraging children to work with others through collaboration and group projects. To think about Spiritual development through exploring ideas and feelings, Moral development through how artists have explored ideas through their work, Social development through respecting the ideas of others and Cultural development through the study of artists from differing cultures and the discussion of the pupil's beliefs and ideas.

- investigating and making art, craft and design
- evaluating and developing work.

## Continuity and Progression

In Art and Design, progression will be shown in:

- exploring and developing ideas
- investigating and making art, craft and design
- evaluating and developing work.

## Planning to Help Progression

Planning to help pupils progress in art and design involves the following.

Increasing the **breadth** of content by providing opportunities for pupils to:

- respond to personal, social, cultural and environmental issues within the broad themes of 'themselves and their experiences' and 'natural and made objects' and 'environments'
- participate in an increasing range of practical experiences of art, craft and design
- engage with contemporary art, craft and design and work from a variety of genres, styles and traditions.

Increasing pupils' **depth** of knowledge and understanding of:

- visual and tactile elements of line, shape, pattern, texture, colour, tone, form and space
- the materials and processes used by artists, craftspeople and designers
- the role and function of art, craft and design in different times and cultures.

Improving the **quality** of pupils' responses and the outcomes through the development of:

- practical and technical skills
- the ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meanings
- the ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

# Assessment

## Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils' achievements.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning.

Formative assessment is carried out half-termly and recorded for a sample of the class - 6 children, two HA, A and BAR. Teachers will use Assessment sheets to help them plan and assess where their children are. Records will be kept in Assessment folders and monitored termly by the Curriculum Leader. Teachers will use these records to check coverage, progress and next steps for the rest of their class.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings.

## Children's Art and Design work should be assessed by:

- learning outcomes from lesson planning
- effort and concentration span
- quality of work
- following instructions and interpreting them
- building of techniques
- use of application and colour

## Praise should be given:

- during the lesson by holding the child's work for all to see
- at the end of the lesson for particular points of praise as to what the children have learnt
- mounting a selected number of children's work for display.
- Parental consultations during parents evening
- Yearly school report for individual comments

## **Sketchbooks**

Children will be encouraged to develop the habit of using their sketchbooks for:

- recording, exploring and storing visual and other information
- working out ideas, plans and designs
- as a reference tool
- reflecting on, adapting and reviewing and assessing their work
- As a record of their work

Sketchbooks are an important tool for teachers to see progression and progress of their pupils work, as well as an assessment tool. Class teachers will need to pass on their class sketchbooks at the end of each academic year. Finished sketchbooks should be kept as a record, alongside the pupil's new book.

## **Monitoring**

The Curriculum Leader monitors planning, work in books and assessment on a regular basis, giving positive feedback and clear steps to improve. Monitoring of lessons, pupil voice, staff voice are also undertaken and feedback given to the relevant parties.

## **Evaluation and Review**

The Art and Design Policy will be reviewed annually by the Art and Design Curriculum Leader.

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation .

Mrs R. Craft

September 2021