



Art and Design Policy

Review Details

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Reviewed by SLT:	M. Davenport
Date of Last Review:	
Date of Next Review:	

Roe Farm Primary School
Art and Design Policy

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.”

National Curriculum 2014

AIMS

At Roe Farm Primary School, we base our teaching on the National Curriculum for Art and Design.

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.

NATIONAL CURRICULUM PROGRAMMES OF STUDY:

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, clay]
- about great artists, architects and designers in history

EQUAL OPPORTUNITIES/SPECIAL EDUCATIONAL NEEDS/DIFFERENTIATION

Pupils of all ages and abilities, and those of special educational needs, whether boys or girls, have equal access to the Art and Design curriculum. Activities are differentiated in various ways to ensure the needs of pupils are best met. Work produced by all pupils is valued and celebrated through display, assemblies and class activities. Children who show particular aptitude are identified, encouraged and given opportunity to flourish.

ASSESSMENT AND RECORDING

Pupils are assessed through discussion and observation as they undertake and complete each activity. A final assessment of progress is made at the end of each year and is reported to parents as an effort grade in their end of year reports.

PLANNING AND ALLOCATION OF TIME

Art and Design at Roe Farm is planned to fit in with topic themes, certain events or festivals. Year group planning aims to ensure that a wide range of activities, techniques, skills and methods are encountered over the whole year. KS1 and KS2, Art and Design should occur for 50 – 60 minutes per week.

RESOURCES

Some resources are kept within the classroom while others are kept in central storage. A wide variety of materials and media are available.

HEALTH AND SAFETY

The health and safety of pupils and teachers is of paramount importance. Potential risks, therefore, when undertaking Art and Design activities, should be readily identified and resolved. Particular care should be taken, and suitable adult supervision in evidence, when using implements that may be hot, heavy, pointed, sharp or electrically powered. Additionally, pupils should be encouraged to understand potential risks.

THE ROLL OF THE COORDINATOR

- to ensure that Art and Design within the school is appropriately resourced.
- to support class teachers and provide guidance to individual year groups regarding content of Art and Design curriculum.
- to monitor coverage and gather evidence of Art and Design throughout the school.
- to review the Art and Design policy as and when necessary.
- to construct Action Plans for Art and Design at the beginning of each academic year.
- to build a portfolio of outstanding Art and Design work.

OVERVIEWS OF PROGRESSION

Pupils in Key Stage 1 should:

- Making and recording observations, both first-hand observations and from memory.
- Exploring and developing their ideas and experiences, using their imagination and originality through a range of creative opportunities.
- Learning about, understanding and valuing the work of artists, craft makers and designers; the differences and similarities between them and making links to their own works.
- Reflecting on what they and others have done and say what they think and feel about it and suggest ways in which they might change or develop their work.

Throughout their learning in **Year 1 and 2**, children should be:

Drawing skills to be developed

- Drawing on different surfaces and with a range of media.
- Experimenting to create different lines and marks made with a range of media.

Painting skills to be developed

- Using a variety of paint media and experimenting to produce a range of effects.
- Identifying primary colours and undertaking simple colour-mixing to include shades and tones.
- Using a variety of tools and techniques including different brushes and investigating the kinds of marks which can be made.
- Naming different types of paint and their properties.
- Matching colours to artefacts and objects.

Printing skills to be developed

- Using a range of found objects to make prints.
- Creating simple printing blocks using press printing techniques.
- Creating different simple designs by:
 - repeating patterns
 - overprinting.

Collage and textiles skills to be developed

- Using a range of media to create images.
- Sorting and grouping materials for different purposes e.g. colour, image, texture.
- Arranging and gluing materials to different backgrounds.
- Creating an image using collage.

- Cutting and shaping fabric using scissors.
- Applying fabric shapes with glue or by stitching.
- Applying decoration using beads, buttons, sequins, feathers etc.

Sculpture skills to be developed

- Shaping malleable materials in a variety of ways including squeezing, rolling,
- Flattening and pinching.
- Impressing different textures and patterns using a variety of objects.
- Modelling, constructing and joining recycled, natural and man-made materials.
- Investigating different joining techniques.

Pupils in Key Stage 2 should:

Using sketchbooks to collect and record visual information and ideas from different sources.

Working from a variety of sources including observation, photographs and digital images.

Throughout **Year 3 and 4**, children should be:

Drawing skills to be developed

- Making marks and lines with a wide range of drawing implements including: graphite pencils (5B–5H), charcoal, colouring pencils, wax crayons, pastels (chalk & oil) and pens.
- Using different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone.
- Exploring ways in which surface detail can be added to drawings through applying different patterns and textures, including shading and hatching.

Painting skills to be developed

- Creating imaginative work from a variety of sources e.g. observational drawing, themes, inspirational works of art.
- Developing a painting from a drawing, including sketchbook ideas.
- Creating different effects and textures using a range of techniques and paints, including blocking in colour and creating washes.
- Developing an awareness of composition, scale and proportion in their paintings.
- Using simple perspective in their work using a single focal point and horizon.
- Creating different effects and textures using a range of techniques and paints.
- Extending knowledge of colour theory to complementary and contrasting colours.

Printing skills to be developed

- Using initial sketchbook ideas to create motifs that are made into printing blocks and stencils.
- Creating different printing effects by using: repeating patterns, rotation and colour overlays.

Collage and textiles skills to be developed

- Using collage as a means of expression from sketchbook ideas.
- Using a range of media to create collages.
- Experimenting with a range of collage techniques such as: tearing, overlapping and layering to create images and textures.
- Adding collage to a painted, printed or drawn background.
- Experiencing a range of textile techniques such as stitching to create different textural effects.
- Developing skills in using tools to manipulate textiles through stitching, cutting, joining.

- Applying a range of decorative finishes to provide detail and to enhance the textile.

Sculpture skills to be developed

- Planning and designing sculptures from observation or imagination using sketchbook ideas.
- Using recycled, natural and man-made materials to create sculptures including cardboard and papier-mâché.

Throughout **Year 5 and 6**, children should be:

Drawing skills to be developed

- Developing close observation skills, including using view finders.
- Making marks and lines with a wide range of drawing implements including: graphite pencils (5B–5H), pastels (chalk & oil), pens.
- Using different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone.
- Exploring ways in which surface detail can be added to drawings through applying different patterns and textures, including shading and hatching.
- Beginning to show an awareness of objects having a third dimension.
- Using simple perspective in their work using a single focal point and horizon.

Painting skills to be developed

- Creating imaginative work from a variety of sources e.g. observational drawing, themes, inspirational works of art.
- Creating different effects and textures using a range of techniques and paints.
- Using colour to create atmosphere and to show the effect of light.
- Developing an awareness of composition, scale and proportion in their paintings.
- Using simple perspective in their work using a single focal point and horizon.
- Developing a painting from a drawing, including sketchbook ideas.

Printing skills to be developed

- Using initial sketchbook ideas to create motifs that are made into printing blocks and stencils.
- Creating different printing effects by using colour overlays.

Collage and textiles skills to be developed

- Experiencing a range of textile techniques such as printing and dyeing to create different textural effects.
- Applying a range of decorative finishes to provide detail and to enhance the textile.

Sculpture skills to be developed

- Planning and designing sculptures from observation or imagination using sketch book ideas.
- Developing skills in using clay including slab and clay pots, relief tiles, modelling and joining.
- Creating patterns and textures when using malleable materials such as clay.
- Using recycled, natural and man-made materials to create sculptures using papier-mâché and mod-roc.