



Art Policy

1. General Statement

At Holly, we believe that the arts are an important way of knowing the world and interpreting our experiences in it. We wish to develop creativity in the children and understand that this needs a sound base in knowledge and skills, but also teaching methods which are flexible and open ended so that the children can flourish. We understand that creative work is not only a question of playing with materials in a random way but has much to do with serious, sustained effort, often at very high levels of absorption and intensity. This means that we have respect for standards, aiming purposely at producing work of high quality, whilst developing confidence and originality.

2. Our Aims for Art

At Holly, we aim to provide opportunities for all children to:-

- find enjoyment in art and creativity
- experience a wide range of artistic experiences, working with a variety of media, in order to develop observational and manipulative skills
- appreciate a wide range of artists and art works
- work co-operatively, value and respect work, while developing critical appreciation of their own work and that of others
- hold a positive self-image and confidence in their abilities
- develop their observation and description skills
- discuss their work using appropriate vocabulary
- express ideas and feelings through creative work in both two and three dimensions.

3. Our Aims as Teacher's of Art

At Holly, as teachers of art, we ensure quality learning by:

- having high expectations of children's learning whilst setting achievable challenges
- offering opportunities to practise and develop skills and apply them to meaningful activities
- setting challenging tasks matched to the ability of each child
- being well planned and organised, yet flexible to make optimum use of originality and individuality
- offering children the opportunity to follow their own direction wherever appropriate

- displaying work in an attractive and stimulating way
- listening to and encouraging children to talk about their work
- assessing children's work in a variety of ways
- providing well organised and cared for resources

4. The National Curriculum Objectives

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

5. 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.

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.

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.

Holly Primary School works on a two year cycle of Topics where a range of subjects are covered. Art is included in each topic and planned out to ensure a range of artists are studied and a range of materials are used. This also allows us to show the progression of skills as the children make their way through school.

6. Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, pupils will keep their sketches in their work folder.

Progression and achievement is tracked against learning objectives.

Photographic records and some work may be kept until the end of the year.

Parents are informed on their child's termly reports if their child is working at the expected standard. This may then be further discussed during learning review days.

7. The subject leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning. They will monitor the quality of teaching and the standard of work produced. The subject leader will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore. They will ensure the resources are well kept and ordered. They will write and review the art policy and add to the School Improvement Plan.

8. Resources

Art resources are stored in 2 main areas: the art cupboard near the cloakroom and the cupboards near the sink in Mrs Freer and Miss McGuinness' classroom. Paper is kept in the paper store. All staff are aware of where to find the resources. The whole school is responsible for maintaining the organisation of the art resources, and teachers need to be seen to care for all art resources to provide a positive role model for the children to follow suit. The art coordinator is responsible for maintaining the supply of resources.

9. Displays

The school promotes the displaying of art work in classrooms. 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

10. 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.

11. Special Needs

The art curriculum should be accessible to all the children in school regardless of their capabilities. Art activities should be planned so that all children with special needs may have the opportunity to participate fully. Children with particular emotional needs, or communication difficulties will benefit enormously from being able to express themselves in an artistic way. The values of these opportunities should be exploited to their full potential.

12. Equal Opportunities

All children should be entitled to develop their artistic potential as far as possible. The school art scheme has been planned to ensure that the critical studies component will expose pupils to a balance of artists from both genders and from a range of cultures both European and non-European.

13. 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.

Maths

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

Computing

IT is used to support art and design teaching. Children use IT 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.

Key Skills Acquisition Ladder Art KS1

NC Art-pupils should be taught:	Year 1	Year 2
to use a range of materials creatively to design and make products	<ul style="list-style-type: none"> Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2d and 3d. Explore a range of mediums and discover their range of effects when designing and making a product. 	<ul style="list-style-type: none"> Investigate different methods of designing; including drawing and use of ICT. Decide on methods, materials and processes. Use a range of mediums to design products and decide on a preference. Experiment with different types of materials to design and make products.
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<ul style="list-style-type: none"> Share ideas about what art is and where it can be found. Work as part of a group to create a piece of work and also create art work independently. Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others. 	<ul style="list-style-type: none"> Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work. Discover together how to use drawing as a precursor for other art work, including for example in a class sketch book. Make art individually and collaboratively, sharing ideas for design, technique and use of materials.
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<ul style="list-style-type: none"> Collage: Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background. Drawing 2D: Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones. Paint 2D: Experiment with different marks, shapes and patterns that can be made with paint. Explore the effect of adding other materials to paint such as sand, glitter and PVA glue. 	<ul style="list-style-type: none"> Collage: Experiment with a range of materials and methods to create a variety Identify how to cut shapes accurately from paper and thin card and cut different kinds of line. Printing: Understand that the purpose of printmaking is to create multiple images and patterns. Mimic print from the environment (e.g. wallpapers).. Make mono prints by spreading paint Experiment with a variety of objects to create a print. Press, roll, rub, and stamp to make prints. ICT: Experiment with digital media to use a wide range of tools to create different textures,

	<ul style="list-style-type: none"> • Textiles: Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with plaiting and dipdye. • 3D: Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object. 	<p>lines and tones, colours and shapes.</p> <ul style="list-style-type: none"> • 3D Clay: Make models in clay or other malleable materials for particular purposes. Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush. Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons.
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.	<ul style="list-style-type: none"> • Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, use of ICT, etc. Create a piece of art in the style of an artist. • Have opportunities to meet and work with professional artists. 	<ul style="list-style-type: none"> • Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work. • Have opportunities to meet and work with professional artists.

Key Skills Progression Ladder Art KS2

NC Art-pupils should be taught:	Year 3	Year 4	Year 5	Year 6
to create sketch books to record their observations and use them to review and revisit ideas	<ul style="list-style-type: none"> • Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. • Sketch collection of observational drawings and ideas using line, tone, texture, and shading. • Draw accurately from observation • Draw from imagination and memory. • Draw lines of different sizes and thicknesses. • Colour neatly following the lines. 	<ul style="list-style-type: none"> • Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. • Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching. • Work with a range of different materials for drawing including pen and ink. • Use a view finder to select an area 	<ul style="list-style-type: none"> • Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. • Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective. • Use drawing confidently in a variety of styles as appropriate to task. • Draw accurately from observation 	<ul style="list-style-type: none"> • Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. • Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, direction of sunlight, movement and perspective. • Show confidence in using a variety of drawing mediums including ink and pen.

	<ul style="list-style-type: none"> • Experiment with grip to assist drawing styles. 	<p>of a subject for drawing.</p>	<ul style="list-style-type: none"> - using and talking about their use of tone, pattern and texture, line and shape. • Draw from imagination and memory to design and illustrate. Developing accuracy and expression in their drawings including the human figure. 	<ul style="list-style-type: none"> • Choose and combine different drawing materials as appropriate to task and purpose. • Accurately able to express ideas in drawings. • Able to talk about their own style of preferred style of drawing and make comparisons with that of other learners.
<p>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]</p>	<ul style="list-style-type: none"> • Printing: Mastered printing techniques of using layers of colour and repeating patterns. Learn how to use polystyrene • 2D Painting: Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively. • Collage and sculpture: Select and arrange materials and for a striking effect when creating collage and sculpture. 	<ul style="list-style-type: none"> • 3D: Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. • ICT: Use ICT art software to make art works by cropping, cutting and pasting their own images. Make digital artworks that respond to or extend work in other areas of the curriculum. Collect images from internet to use as inspiration and store in a folder. Create images, video and sound recordings and explain why they were created. • Textiles: Shape and stitch materials Use basic cross stitch and back stitch. Colour fabric Create weaving Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • 2D: Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood. Create paintings by combining colours, tones and tints to enhance the mood of a piece. • 3D: Create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture. • Textiles: Silk painting: - Mastered techniques of building up layers of colours and shape. Use fabric printing techniques and explore using dyes • Printing: Mastered printing techniques and can make appropriate and effective choice in use of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • ICT: Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at and talk about artists using digital media. • 2D: Create paintings by choose and combine colours, tones and tints to enhance the mood of a piece. • 3D: Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture. • Textiles: explore specialised techniques such as batik and felt making. Combine previously learned techniques to create pieces

<p>about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Look at and talk about the work of artists. • Have opportunities to meet and work with professional artists. 	<ul style="list-style-type: none"> • Create original pieces that are influenced by the studies of notable, artisans and designers. • Look at and talk about the work of artists who use different mediums and identify what techniques may have been used. • Have opportunities to meet and work with professional artists. 	<ul style="list-style-type: none"> • Show and explain the influence of notable artists, artisans and designers within their work. • Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art. • Have opportunities to meet and work with professional artists. 	<ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles from notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Have opportunities to meet and work with professional artists.
--	--	--	---	---

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.