



Maharishi School

CONSCIOUSNESS-BASED EDUCATION

Primary Phase Art Policy

2024 – 2025

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Signed by:

Headteacher

Lisa Edwards

Date Sept 24

Chair of Governors

Ian Birnbaum

Date Sept 24

Intent

“During Transcendental Meditation, the attention of the practitioner is repeatedly and naturally led to the state of Restful Alertness. Subjectively, this state comes to be experienced as the ‘source of thought’ - the origin of all creative impulses in the mind. Accessing this innermost layer of the mind and stabilising it in daily awareness opens the conscious mind to the source of its own creativity.”

Maharishi Free School: Teacher’s Guide for the Integrating Themes

“All the discoveries that have ever been made have come from this hidden level, and it is the secret resource of successful individuals. It is the ocean to which all streams of knowledge rush, and everything has emerged from that most tender level of awareness.” Maharishi Mahesh Yogi

Our ultimate goal is to help each child reach the full potential of their creativity and their creative intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the path of Consciousness-based education, applying Maharishi’s principles of teaching.

Art education is naturally interwoven with the fundamental aspects of Consciousness-based Education, and therefore an essential and integral part of each child’s education.

- **Receptivity:** Children explore and take in the world around them, they observe the natural world and the work of artists, craftspeople, architects, designers etc. They fine-tune their senses and they perceive and record their observations
- **Intelligence:** Children use (and so develop) their intelligence to understand or ‘make sense’ from what they have observed, to work around obstacles, and to organise their exploration and research.
- **Knowledge:** Children use both intelligence and creativity to analyse and synthesise what they have observed and researched, building up knowledge in the process.
- **Experience:** Guided by their knowledge, children experiment with different media and materials and explore and develop their ideas. This lets them experience aspects of all 4 worlds - **physical** (the actual art materials, their experimental artwork and final outcomes), **mental** (exploring their ideas, feelings, memories and mental images), **social & cultural** (influences from cultures and art from around the world,

collaborative work, peer review etc.) as well as the **transcendental** world (when they work intuitively and access deeper levels of creativity, made possible by TM and WoW)

- **Expression:** As a result of the previous aspects, their perceptions, their deductions, their knowledge and experiences, children are then truly able to express themselves in their artwork, reaching personal outcomes.

The artistic process also aligns with Consciousness-based education in the cycles of **Knowledge - Action - Achievement - Fulfilment**. Essentially, each project involves the acquisition of knowledge and a process whereby this knowledge is put into action (such as experimenting and/or working on a final outcome). This results in one or more finished pieces and a sense of achievement. Achievement leads to fulfilment and celebration of pupils' work (e.g. exhibition, assembly, rewards).

At Maharishi School we aim:

- To let our children explore the world around them by interacting and experimenting with a wide range of materials.
- To develop children's sensory awareness through tactile and kinesthetic input
- To develop children's fine motor skills and hand eye coordination.
- To enable children to explore and develop their imagination, to create with their own hands and to follow their intuition.
- To develop children's independent thinking skills and their ability to express themselves.
- To develop children's ability to communicate their intentions, share ideas and collaborate with others.
- To develop pupils' awareness of beauty within the natural and human-made environment.
- For our pupils to experience the work of a wide variety of artists, craftspeople and architects from different cultures and times, and to understand how art shapes human history and culture.
- To develop pupils' observational skills and artistic techniques
- To train children in the safe and appropriate use and maintenance of tools in accordance with health and safety requirements.

- To enable pupils to review, question and discuss, developing a language of art
- To increase pupils' confidence, working with a variety of media to make increasingly informed and creative choices of media, tools and techniques.
- To build our pupils' confidence and self-esteem, and to give them transferable skills that support all areas of their development and will be useful to them in whichever career path they choose to follow in the future.

Implementation

“Life is dynamic, not static. It is energetic, progressing, evolving, developing through activity, and multiplying itself. The nature of life is progress, evolution, activity and improvement.” Maharishi Mahesh Yogi

EYFS

Art is central to early childhood development. It provides visual, tactile and sensory experiences that allow young children to understand and respond to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions.

Art is interwoven in all aspects of early development, for example:

‘Physical Development’:

- provision of a wide range proprioceptive and tactile inputs
- refinement of motor skills through safely using a range of tool (pencils, paintbrushes, scissors etc.), drawing, painting, cutting, pouring, stirring, constructing, using malleable materials such as clay etc.
- supports awareness of two sides of the body, motor planning, eye-hand coordination and visual-spatial perception

‘Language and Communication’:

- talking about their work, checking understanding, articulating ideas and thoughts, new vocabulary, etc

'Literacy':

- from free drawing to expressive mark making – using visual language to convey messages, to record information, and to tell stories.

'Understanding the World'

- observing and exploring the natural and human made world through drawing and making

In line with Julian Grenier's 'Working with the revised Early Years Foundation Stage: Principles into Practice', our EYFS provision for **Expressive Art and Design** lets our children explore, use and refine a variety of artistic effects to express their ideas and feelings.

- We encourage children to notice features in the natural world, help them to define colours, shapes, texture and smells in their own words and discuss children's responses to what they see.
- We provide a range of materials and tools and teach children to use them safely and with care and precision.
- We teach children to develop colour mixing techniques to enable them to match colours they see and want to represent, with step by step guidance when appropriate.
- We provide children with a range of materials to construct with, encourage them to think about and discuss what they want to make, discuss problems and how they might be solved as they arise, and we reflect with children on how they achieved their aims.
- We teach children different techniques for joining materials such as how to use adhesive tape and different types of glue.
- We return to build on previous learning and provide opportunities to work together to develop and realise creative ideas.
- We give our children the opportunity to create collaboratively, sharing ideas, resources and skills.

KS1 and KS2

Our curriculum is carefully chosen to best meet the needs of our children. The underlying structure of our KS1 and KS2 Art Craft and Design curriculum is the AccessArt progression plan, based on the NSEAD progression framework, and AccessArt's primary curriculum plan.

- We follow a 'journeyful' approach to teaching and learning where our projects allow a range of materials and techniques to be used, with the emphasis on experimenting, exploring ideas as well as reaching individual outcomes.
- While doing so, children develop an understanding of the formal elements of art - line, shape, form, space, texture, pattern, colour and tone.
- We give children starting points and guide them through a series of activities through which they can explore their topic from different angles. These starting points can be the work of other artists, or pupils' own observations and recordings.
- We plan projects that give them the opportunity to employ a series of skills, with a wide range of materials available, giving plenty of scope for open ended exploration.
- Children learn to communicate ideas and feelings in visual and tactile forms based on their observations, memories and imagination.

Our art curriculum at KS1 and KS2 covers drawing, painting, printmaking, collage, textiles, photography and sculpture, and we encourage children to explore ideas, using different media and combinations of media, with the knowledge that they are allowed to experiment without the fear of "not getting it right".

Progression in art is not linear, but more akin to a spiral, with skills and knowledge increasing each time an area is revisited (**repeated cycles of 'Knowledge' - 'Action' - 'Achievement' - Fulfilment'**). Therefore, our children never have to 'earn' the use of a new material. In line with AccessArt, we aim to give our children access to as many different materials as early as possible. Through this approach children are able to discover for themselves the nature and characteristics of any particular material and what it 'can do' for them.

We use **sketchbooks** from KS1 (the NC requirement for sketchbooks only starts at KS2) to support pupils' drawing and investigation skills from early on.

Our children are frequently reminded that mistakes are a natural part of learning. We don't put the emphasis on the outcome, but on the journey.

We celebrate individuality and personal response, and the realisation of their own ideas rather than following a template.

We encourage children to follow their intuition without measuring themselves against other pupils' outcomes, while being able to appreciate each other's work and support each other constructively.

Our art curriculum is **inclusive** and gives our students insight into and knowledge about art in different cultures and historical periods.

All children from all backgrounds have equal access to our art curriculum and we adapt our teaching to meet their individual needs so that each child can reach their full potential. We identify SEND and AGT and provide suitable learning challenges within our projects. We also specifically target the gender gap in attainment in art, and select topics, styles and techniques that are attractive to boys and girls.

An integral part of our art provision is also to teach our pupils how to use tools and materials safely and how to care for equipment and for the environment.

Guided by the National Curriculum, AccessArt and the NSEAD, our planning reflects the progression of skills from EYFS to the end of KS 2 and **all planning is available in the Primary Staff shared drive: [Art Resources](#)**

Art Curriculum Map – Primary phase

Reception – Areas of Exploration					
Autumn Term		Spring Term		Summer Term	
What can we see? How can we explore 3D materials?		How can we explore colour? How can we build worlds? How can we use our bodies to make art?		How can we explore materials and marks? How can we use our imaginations?	
The world is my family Painting my family Angry Cat, Calm Cat Mark Making and Sound part 1 Mark making and sound part 2		Every action has a reaction Experiencing Colours Explorer's book – Collecting colour Water – Concertina landscapes 3D Landscapes		#The whole is more than the sum of the parts Collecting, Arranging, Drawing Magic Caring Box (linked to Food Bank Community Project) Fruit pinch pots	
we are here to enjoy Finding shapes Printing with string Pattern Printing Roller Wax Crayon Rubbings Drawing by Torchlight		The nature of life is to grow Drawing Spirals Explore Wax Crayon Drawing Spiral Snails Clay snails and minibeasts Minibeast hotels Community exhibition of project		Water the root to enjoy the fruit Let's Start With... Collage Imaginary Landscapes Collage Streets Movement Maps	

Year 1 to Year 6 – Areas of Focus				
Autumn (Term 1)		Spring (Term 3)		Summer (Term 5)
Drawing & Sketchbooks		Print, Colour, Collage		Paint, Surface, Texture
Project 1		Project 1		Project 1
Project 2		Project 2		Project 2
Year 1 Spirals Pathway		Playful Making Pathway		Exploring Watercolour Pathway
Simple Printmaking Pathway		Making Birds Pathway		Inspired by Flora and Fauna Pathway

Year 2	Explore and Draw Pathway	Exploring the World through Monoprint Pathway	Expressive Painting Pathway	Be an Architect Pathway	Music & Art Pathway	Stick Transformation Project
Year 3	Working with Shape and Colour Pathway	Gestural Drawing with Charcoal Pathway	Cloth, Thread, Paint Pathway	Making Animated Drawings Pathway	Telling Stories through Drawing and Making Pathway	Using natural materials to make images Pathway
Year 4	Storytelling through Drawing Pathway	Exploring Pattern Pathway	Exploring Still life Pathway	Sculpture, Structure, Inventiveness and Determination	The art of Display Pathway	Festival Feasts Pathway
Year 5	Making Monotypes Pathway	Set Design Pathway	Mixed Media Land and Cityscapes Pathway	Typography and Maps Pathway	Architecture Dream Big & Small Pathway	Fashion Design Pathway
Year 6	2D Drawing to 3D Making Pathway	Activism Pathway	Brave Colour Pathway	Take a Seat Pathway	Exploring Identity Pathway	Shadow Puppets Pathway

Impact

“We have seen that the nature of life in its wholeness is to progress. If progress is to be maintained one has to be more creative day by day. Greater creativity alone can be the basis of progress. And if we want progress to be maintained, we must maintain an increasing value of both creativity and intelligence. The availability of creativity and intelligence in the mind should be increased day by day through the practice of Word of Wisdom and Transcendental Meditation.” Maharishi Mahesh Yogi

Assessment

Creativity is a fragile process, and a number of children come to us with a very low confidence in their artistic abilities due to a lack of exposure and experience. Therefore we approach assessment with utmost care and sensitivity.

In line with AccessArt, we see ‘progress’ as the equivalent of ‘growth’, and ‘assessment’ a synonym for ‘caring’.

We assess where children are in their growth by observing them as they create and by talking to them about their work, asking targeted questions. Their answers together with seeing their individual progression of skills, gives us the necessary insight into their specific needs for further development. We also take into account the class as a whole and their finished pieces with the emphasis not on the product, but on the process.

We actively involve children in their assessment by using self-assessment and peer assessment, and celebrate their achievements through displays, assemblies, etc.

Pupils’ progress is documented in their sketchbooks and on our school’s art site.

We record their progress against year group specific attainment targets based on the NSEAD progression framework, identifying pupils who work at, towards or beyond age-related expectations.

Our assessment sheets can be found here: [Assessment sheets](#)

Examples of KS1 and KS2 Assessment sheets:

Term _____

ASSESSMENT SHEET YEAR 1 ART MAHARISHI SCHOOL

ASSESSMENT QUESTIONS:
TEACHERS SHOULD CONSIDER ASSESSMENT AS A HOLISTIC PRACTICE DURING EVERY ART LESSON THROUGH CONVERSATION WITH PUPILS:

- TELL ME ABOUT WHAT YOU ARE MAKING
- WHAT MIGHT YOU DO NEXT?
- TELL ME ABOUT WHAT YOU HAVE MADE

REMEMBER: 'CREATIVITY IS A FRAGILE PROCESS THAT IS HARD TO MEASURE AND ASSESS AND SHOULD ALWAYS BE NURTURED AND SUPPORTED'

YEAR 1	
GENERATING IDEAS: Skills of Designing & Developing Ideas	<p>□□□ I KNOW THAT IDEAS CAN BE EXPRESSED IN PICTURES AND OBJECTS IN ART.</p> <p>□□□ I CAN EXPERIMENT WITH AN OPEN MIND (FOR INSTANCE, I AM KEEN TO TRY OUT AND USE ALL MATERIALS THAT MY TEACHERS PUT OUT FOR THE CLASS TO USE. I DON'T JUST USE THINGS I KNOW OR THINK WILL WORK BEST).</p>
MAKING: Skills of Making Art, Craft and Design	<p>□□□ I TRY OUT A LOT OF DIFFERENT MATERIALS AND WAYS OF MAKING A PIECE OF ART (E.G. COLLAGE, DRAWING, PAINTING, POTTERY AND WEAVING). I KNOW THAT DIFFERENT MATERIALS HAVE DIFFERENT QUALITIES.</p> <p>□□□ I CHOOSE AND USE MATERIALS BECAUSE THEY HAVE THE QUALITIES TO GIVE ME THE EFFECTS THAT WILL SUIT MY PIECE OF WORK OR WHAT I WANT TO DO.</p>
EVALUATING: Skills of Judgement and Evaluation	□□□ I SHOW THAT I LIKE LOOKING AT OTHER PEOPLE'S ART WORK BY ASKING SENSIBLE QUESTIONS ABOUT IT AND I CAN DESCRIBE WHAT I THINK ABOUT IT.
KNOWLEDGE AND UNDERSTANDING: Acquiring and applying knowledge to inform progress	<p>□□□ I CAN SPOT AND DESCRIBE SOME THINGS IN (CHARACTERISTICS OF) DIFFERENT KINDS OF ART, CRAFT AND DESIGN</p> <p>□□□ I KNOW THE NAMES OF THE TOOLS, TECHNIQUES AND THE ELEMENTS OF ART (COLOURS, SHAPES, TONES ETC) THAT I USE.</p>

Children working TOWARDS age-related expectation	Children working AT age-related expectation	Children working BEYOND age-related expectation

Term _____

ASSESSMENT SHEET YEAR 2 ART MAHARISHI SCHOOL

ASSESSMENT QUESTIONS:
TEACHERS SHOULD CONSIDER ASSESSMENT AS A HOLISTIC PRACTICE DURING EVERY ART LESSON THROUGH CONVERSATION WITH PUPILS:

- TELL ME ABOUT WHAT YOU ARE MAKING
- WHAT MIGHT YOU DO NEXT?
- WHICH MATERIALS MIGHT YOU USE?
- WHAT HAVE YOU DISCOVERED?
- TELL ME ABOUT WHAT YOU HAVE MADE
- WHAT WOULD YOU LIKE TO EXPLORE MORE OF?

REMEMBER: 'CREATIVITY IS A FRAGILE PROCESS THAT IS HARD TO MEASURE AND ASSESS AND SHOULD ALWAYS BE NURTURED AND SUPPORTED'

YEAR 2	
GENERATING IDEAS: Skills of Designing & Developing Ideas	<p>□□□ I TRY OUT LOTS OF DIFFERENT ART ACTIVITIES AND MAKE SENSIBLE CHOICES ABOUT WHAT TO DO NEXT.</p> <p>□□□ I USE DRAWINGS TO MAKE A RECORD OF MY IDEAS AND EXPERIENCES.</p>
MAKING: Skills of Making Art, Craft and Design	<p>□□□ I DELIBERATELY CHOOSE PARTICULAR ART TECHNIQUES FOR WHAT I WANT TO DO OR CREATE.</p> <p>□□□ I AM CAREFUL WHEN I USE DIFFERENT ART MATERIALS. I PRACTISE AND IMPROVE MY CONTROL WHEN DRAWING, PAINTING AND CREATING IN OTHER WAYS. (FOR INSTANCE, I DO NOT ACCEPT THE FIRST MARK BUT TRY TO MAKE IT BETTER).</p>
EVALUATING: Skills of Judgement and Evaluation	□□□ I CAN SAY WHAT I LIKE AND DON'T LIKE WHEN I AM LOOKING AT ART WORK AND GIVE SOME REASONS FOR MY IDEAS (FOR INSTANCE, BE ABLE TO SAY 'I LIKE THAT BECAUSE...').
KNOWLEDGE AND UNDERSTANDING: Acquiring and applying knowledge to inform progress	<p>□□□ I KNOW THAT DIFFERENT FORMS OF ART WORK ARE MADE BY ARTISTS, CRAFTSMEN AND DESIGNERS, FROM ALL CULTURES AND TIMES.</p> <p>□□□ I CAN TALK ABOUT THE MATERIALS, TECHNIQUES AND ART PROCESSES I HAVE USED. I USE THE RIGHT WORDS WHEN I DO THIS (FOR INSTANCE, I KNOW THE NAMES OF THE TOOLS AND COLOURS I USE).</p>

Children working TOWARDS age-related expectation	Children working AT age-related expectation	Children working BEYOND age-related expectation

Term _____

ASSESSMENT SHEET YEAR 3 ART MAHARISHI SCHOOL

ASSESSMENT QUESTIONS:
TEACHERS SHOULD CONSIDER ASSESSMENT AS A HOLISTIC PRACTICE DURING EVERY ART LESSON THROUGH CONVERSATION WITH PUPILS:

- TELL ME ABOUT WHAT YOU ARE MAKING AND WHAT INSPIRED YOU
- WHAT MIGHT YOU DO NEXT?
- TELL ME ABOUT THE MATERIALS AND TECHNIQUES YOU ARE USING
- WHAT HAVE YOU DISCOVERED?
- HOW DO YOU FEEL ABOUT THE END RESULT?
- WHAT KINDS OF PROBLEMS DID YOU ENCOUNTER AND HOW DID YOU GET AROUND THEM?
- TELL ME ABOUT THINGS YOU REALLY LIKED OR ENJOYED
- WHAT WOULD YOU LIKE TO EXPLORE MORE OF?

REMEMBER: 'CREATIVITY IS A FRAGILE PROCESS THAT IS HARD TO MEASURE AND ASSESS AND SHOULD ALWAYS BE NURTURED AND SUPPORTED'

YEAR 3	
GENERATING IDEAS: Skills of Designing & Developing Ideas	<p>□□□ TO HELP ME THINK ABOUT MY ART WORK, I COLLECT AND RECORD THINK ABOUT IMAGES (PICTURES), OBJECTS AND OTHER INFORMATION LINKED TO MY IDEAS AND WHAT I WANT TO DO.</p> <p>□□□ I USE A SKETCHBOOK TO MAKE A RECORD OF THINGS I SEE, TO PLAN MY WORK AND TO EXPERIMENT AND IMPROVE MY IDEAS.</p>
MAKING: Skills of Making Art, Craft and Design	<p>□□□ I DEVELOP MY DRAWINGS, PAINTING AND OTHER ART SKILLS BY EXPERIMENTING WITH THEM AND LOOKING AT THE QUALITIES MANY DIFFERENT MATERIALS AND TECHNIQUES.</p> <p>□□□ I CHOOSE AND CAN USE (IN SENSIBLE WAYS) A RANGE OF DIFFERENT MATERIALS AND TECHNIQUES TO CREATE MY OWN ARTWORK.</p>

Children working TOWARDS age-related expectation	Children working AT age-related expectation	Children working BEYOND age-related expectation

Our art curriculum

- nurtures our students' natural curiosity and **creativity**.
- gives our students a solid foundation of **technical skills** and **knowledge** in the areas of art, craft and design.
- enhances our students' **confidence and self-esteem** and so contributes to their overall health and well-being.
- develops our students' **critical thinking skills** and provides ample experience of working creatively and independently, preparing them for their future careers.
- Equips our students with a range of **transferable skills**, raising attainment and standards in all areas of learning. Our children and young people are able to plan, design, create and present their work

from inception to outcome. They are able to express themselves, work independently and in collaboration with others, develop their ideas, are able to select, refine and evaluate and take full ownership of their projects. They are able to self-assess and give constructive feedback to others and so are well equipped to play their part in designing the future of our world.