

Monkton Church of England Primary School

Art and Design Policy

Lead Person: Sian Catto

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Signatures:

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Chair of Governors Executive Headteacher



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| **Compassion, Courage, Justice**  **Jesus said, ‘Go and do the same.’** |
| Our school has compassion at its heart, which inspires us to be people of courage, who care for ourselves, stand with others and seek justice as we grow and discover the world around us.    By knowing each individual, our learning environment is shaped to encourage creativity, promote challenge through our learning values and nurture spirituality, ensuring all thrive. |
| **The Parable of the Good Samaritan**    Luke 10:25-37 English Standard Version (ESV) |
| **Christian Foundations** |
| **Compassion Courage**  **Justice** |
| **As a Federation, we are passionate about every individual flourishing, so that they can be nurtured and develop as well-rounded children, living life in all its fullness.**    Every policy is written with our Christian Vision and Foundations in mind. |

**Monkton Church of England Primary School - Art and Design and Policy**

At Monkton School, we believe that all children should be enabled to express themselves through the arts. It is our intention to provide high quality experiences, that expose children to a broad spectrum of artists, architecture, design and craft.

Our dynamic curriculum engages, inspires and challenges pupils, allowing them to feel confident as artists and giving them the skills and tools to express their individuality.

As part of our strong cross-curricular links, children will understand how art and design is both a reflection of society, but is also instrumental in shaping and driving forward our community, nation and the wider world.

# **Aims**

A Monkton child will feel confident in expressing themselves through creativity. They will know that their interpretation of a piece can be different and they will be able to articulate what an artwork means to them (both their own and pieces produced by others). Our children will know that they are artists and will have a sense of pride in their creations. Art will provide a safe, free environment for all children to explore their emotions, values and understanding of the world.

The national curriculum for Art and Design aims to ensure that all pupils:

* produce creative work, explore their ideas and record their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* use language of art, craft and design to evaluate and analyse creative works
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

# **Curriculum and Subject Content**

The programmes of study for Art and Design are set out year-by-year for key stages 1 and 2 in the National Curriculum. Class teachers are responsible for ensuring that all of the relevant statutory content is covered within the school year. This is taught through the Cornerstones creative curriculum wherever possible.

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.
* 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.

In Monkton, this progression of skills is shown in this way:

In EYFS children will:

Create art in different ways on a theme – using paint, drawing, collage, sculpture, textiles and printing

Cut, tear, fold and stick materials

Use natural materials to create 2D and 3D art

Communicate ideas as they are creating art work

Shape materials using hands and simple tools

Draw or paint a place from observation or imagination

To use and combine the primary colours

Make simple prints using blocks and rollers

Create different types of lines, with different materials

Share ideas with others

Discuss their own and other people’s artwork

Explore artwork by famous artists

In Years 1 and 2, children will:

Use paper and fabric to create simple collage

Make transient art using natural and man-made materials

Select materials and techniques to develop an idea

Experiment with a range of different materials on different textures

Create ideas through observation, imagination and memory

Manipulate malleable materials (e.g. squeeze, roll)

Make simple sketches to explore and develop ideas

Create texture, patterns and imprints in malleable materials

Draw, paint and sculpt natural forms

Draw or paint a landscape with attention to detail

To identify and use the primary colours

Make prints and patterns using paint and ink

Explore using soft and hard pencils

To identify and mix secondary colours

Carve the surface of an object to make a block print

Use charcoal and ink to create lines drawings

Say what they like about others’ artwork

Identify similarities and differences between artwork

Use words related to colour, shape and materials

Say what they like about their own and other’s art work, using specific vocabulary

Identify common theme in artworks

Discuss the possible thoughts and ideas of an artist

In Years 3 and 4, children will:

Use preliminary sketches to communicate ideas or experiment with techniques

Make suggestions for ways to adapt and improve art work

Use natural forms as a starting point for artwork

Create a series of sketches over time to develop an idea or a technique

Give constructive feedback to others

Represent detailed patterns in natural forms

Develop unusual viewpoints or perspectives

Combine shape, form, colour, line, pattern and tone

Combine materials to create 3D forms

Weave natural and man-made materials

To identify, mix and use contrasting colours

Make a 2 colour print

Add tone, texture and shading using drawing techniques

Develop techniques through experimentation

Use a range of techniques to add detail to 3D forms

Use stitches to add detail and texture

To identify and use warm and cool colours

Combine printmaking techniques

Use pen and ink to create different tones

Create artwork based on urban landscapes

Compare artists and artwork through time

Discuss artists and movements which inspire them

Compare and contrast artworks from different cultures and times

Explain the significance of art and design in history

In Years 5 and 6, children will:

Develop ideas through a range of sketches and models

Review and revisit ideas

Compare and comment on ideas, methods and approaches

Create imaginative and fantasy landscapes

Create innovative art, that has personal, historic or conceptual meaning

Gather, review and develop information from a range of sources

Adapt and refine artwork in response to feedback and reflection

Create art inspired by or giving an environmental message

Create relief sculptures (including through carving)

Explore traditional crafting techniques

To mix and use a range of tints and shades

Combine printed images and photographs

Use ink and paint to create shading and perspective

Combine materials to create textural effects

Develop contour lines and vanishing points

Use perspective to draw or paint detailed landscapes

Describe and discuss how different artists and cultures have used a range of visual elements in their work

Investigate and develop artwork using the characteristics of an artistic movement

Create sculptures in the styles of significant artists, architects or designers

Identify the colour palettes used in different artistic movements

Use inspiration from significant printmakers

Use elements of significant artworks to create their own

# **Staff Training**

The Art and Design subject leader is responsible for ensuring that all staff are adequately trained so that they are able to deliver the curriculum effectively. This will include: organising CPD; leading staff meetings; sharing resources for planning and teaching; supporting colleagues. Regular communication with staff will be sustained via email and all staff can speak to the subject leader if they require any further support.

# **Planning**

**Long Term Planning:**

Teachers plan Art and Design linked to topics from Cornerstones Projects. These are linked to their geography and history topics and encourage the enabling and fostering of children’s natural curiosity. A 2-year rolling programme ensures the development of skills, without repetition of tasks.

**Medium Term Planning:**

Teachers use the medium-term planning available from Cornerstones Curriculum Maestro unit projects. These are directly linked to the National Curriculum. They provide a balance between studying and analysing the work of other artists, developing skills and techniques, and allowing children the inspiration to develop and express their own ideas.

**Short Term Planning:**

Short term planning is the responsibility of individual teachers, it is recorded on Curriculum Maestro and teachers are encouraged to annotate and add to the prewritten plans. Annotations to these plans online can then be used to aid formative and summative assessment.

# **Teaching Style**

Art and design lessons are planned to explore key ideas from Reception through to Year 6. Humankind, Creativity, Materials, Nature, Place and Space, Comparison, and Significance are explored through projects. These projects often make direct links to the topic work being studied in class.

A vast range of skills are developed and built upon, including; the generation of ideas, the ability to evaluate (both their own work and that of others), the ability to compare and contrast pieces of art, and the study of significant people, artworks and movements.

Sketchbooks are introduced in Year 1, and these follow the children through the school, allowing the opportunity to draw on past experiences. Children are able to explore using malleable materials, paper and fabric, paint, printing, pencil, ink, charcoal and pen. There is scope for the children to work in both 2D and 3D.

Regular exhibition opportunities allow the children to share their work with the wider school community. The children are encouraged to be curators of their own work, expressing their vision to visitors.

Curriculum weeks throughout the school year allow the children to celebrate artists, artworks and art movements that have important roles in our society. They are supported to make links between art, music, literature and other cultural aspects.

# **Assessment and Recording**

We assess the children’s work in Art and Design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons, recorded on Arbor. At the end of the year a judgement is made against the National Curriculum levels of attainment. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child’s annual report to parents. This information is also passed on to the next teacher. The Art and Design subject leader takes photographs of the children’s work throughout the year groups. This demonstrates what the expected level of achievement is in Art and Design in each year of the school. The use of sketchbooks as an ongoing tool, allows teachers to assess the progress of children from year to year and also acts as a reference tool for children.

# **Equal Opportunities**

We aim to create equality of opportunity for all our children, whatever their gender, abilities or background and give them chance to demonstrate what they know, understand and can do.

**Special Educational Needs:**

The School’s Policy document for Special Educational Needs explains in full the procedures which are in place for providing for pupils with Special Educational Needs. This is in line with the Code of Practice for all L.A. Schools. Within Art and Design, tasks are differentiated to ensure access to the National Curriculum and to offer activities which are relevant to the development of the child.

**More Able Pupils:**

Pupils who are working above the expected standard for their year group benefit from a curriculum which offers greater breadth and depth in order to extend their learning.