



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

Art and Design Policy

Reviewed July 2022

Next review July 2023

Our Mission Statement

‘Believe, Belong, Be the Best that
you can Be’

*"You are God's dear children. Let
love be your guide. Jesus loved us
and died to save us." (Ephesians 5 v
1 & 2)*

1. AIMS

Our Art and design curriculum aims to engage, inspire and challenge pupils across the seven areas of art. Good quality teaching of art and design will ensure that pupils have time to explore, experiment and practice each skill and then express themselves through a final piece. Pupils will become proficient in the seven areas of Art: line, shape, form, tone, colour, pattern, texture and value, and will develop the skills to evaluate their creative work. They will also have the opportunity to create art pieces using different mediums e.g. paint, collage, sculpture, drawing and printing. Each year, pupils will be exposed to a variety of artists and art work and gain an understanding of the historical and cultural development of different art forms.

Pupils at Warton St. Paul's Primary Academy will leave Year 6:

- With knowledge and experience of the seven elements of Art
- Able to use a range of different media (sculpture, painting, collage, drawing and printing)
- With a knowledge of a range of different artists and the various techniques they use
- Able to plan and create their own pieces of art using a combination of different skills and techniques
- Able to apply their History skill and understanding in a range of cross-curricular topics.
- Having a suitable technical vocabulary to evaluate their work and offer suggestions to improve

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of Art and Design was laid out in the National Curriculum (2014) and in the Expressive Arts and Design section of the Statutory Framework for the Early Years Foundation Stage (2017).

The Statutory Framework for the Early Years and Foundation Stage (2017) is based on two areas: Exploring and Using Media and Materials and Being Imaginative.

The National Curriculum (2014) is divided into Key Stages. By the end of each year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught in each key stage.

In the Foundation Stage (Reception) pupils will be provided with the opportunities to develop their skills and understanding of colour, line, shape, form and texture through a mixture of child initiated and adult focused activities. Through high-quality provision, pupils develop an understanding of a range of materials and media in order to manipulate and create different effects. They decide on the techniques to use and are given the opportunity to adapt their ideas where necessary.

At Key Stage One (Years 1 and 2) children will develop a wide range of art and design techniques using the seven elements of art. They will be given the opportunity to talk about a range of artists and describe similarities and differences between different practices and disciplines and make links to their own work.

At Key Stage Two (Years 3-6) pupils will continue to develop their techniques adding more control and using different materials with creativity, experimentation and increasing awareness of different kinds of art and design. Children will be given opportunities 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.

The Governing Body receive regular reports on the progress of Art and Design provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage, children have opportunities to develop their communication, enquiry and understanding of Art and Design in both adult led and in child initiated activities during continuous provision.

Key Stage 1 & 2

Art and Design is taught in 3 blocks throughout each year, so that children achieve depth in their learning. Teachers have identified the key knowledge, Artists, skills and techniques of each topic and consideration has been given to ensure progression across topics throughout each year group across the school.

Key stage 1 and 2 follow a teaching sequence of Explore, Experiment, Practise Ideas and Final Piece. Pupils will begin by exploring artists from a particular genre of art. They will have the opportunity to identify the artist's individual styles and techniques and then practise these in their sketch books. They will then experiment using these techniques in their own work before finally creating a final piece and evaluating it.

5. ART AND DESIGN CURRICULUM COVERAGE

In most classes, Art and design is taught every other half term, ensuring that full coverage is taught by the time pupils leave at the end of year 6. Due to our mixed year class in Years 3/4, topics taught in Art and Design are on a two-year rolling programme. As this is the first year of separate year 5 and 6 classes, to ensure pupils are not missing any of the curriculum, the same Art units will be covered by both years 5 and 6 this year and they will have a different curriculum from next year:

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-portraits and junk modelling.	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats. Firework pictures, Christmas decorations, Christmas cards.	Rousseau's Tiger animal prints. Collage owls and symmetrical butterflies.	Artwork themed around Eric Carle. The Seasons.	Design and make rockets. Design and make objects they may need in space, thinking about form and function.	Water pictures, collage, shading by adding black or white. Colour mixing – underwater pictures
Year 1	Abstract self portraits in the style of Picasso -About the work of a range of artists -To use drawing to develop and share ideas, experience and imagination. -To develop a wide range of art and design techniques in using line, shape and space.	A sculpture, similar to the monument for The Great Fire in London, to remember a significant event in their lives. -About the range of designers, describing the difference and similarities between different practices and disciplines, and making lines to their own work.	Building a layered landscape (sea or land) using collage, painting and textures -To use painting to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in using colour, pattern and texture.			
Year 2		Esther Mahlangu - African Artwork			Drawings and sculptures of humans	Drawings of landscapes (school grounds or local areas). -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.			-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.	
Year 3 and 4	L.S Lowry To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists and architects in history.				Investigating Patterns To improve their mastery of art and design techniques. To learn about great artists and designers in history.	Seurat and Pointillism To record their observations in sketchbooks and use them to review and revisit ideas. To learn about great artists in history.
Year 5	Landscapes		Symbolism (Gustav Klimt)		Illusions	

	To record their observations in their sketchbooks 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.		To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.		To record their observations in their sketchbooks 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.	
Year 6	Landscapes To record their observations in their sketchbooks 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.		Symbolism (Gustav Klimt) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.		Illusions To record their observations in their sketchbooks 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.	

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Year 2		Esther Mahlangu - African Artwork -about the work of a range of artists, craft makers and designers, describing the			Drawings and sculptures of humans -to use a range of materials creatively to design and make products	Drawings of landscapes (school grounds or local areas). -to use a range of materials creatively to design and make products

		differences and similarities between different practices and disciplines, and making links to their own work.			-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.	-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.
Year 3 and 4	Viewpoints To record their observations in their sketchbooks and use them to review and revisit ideas.		Jewellery To improve their mastery of art and design techniques, including drawing,			Pop Art (Andy Warhol) To improve their mastery of art and design techniques To learn about great

5. CROSS-CURRICULAR ART AND DESIGN OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Art and Design lessons to other areas of the curriculum.

6. THE USE OF IT

We recognise the important role ICT has to play in our school in the development of Art and Design skills. ICT is used to enhance the teaching of Art and Design and to give all children the opportunity to create and edit pieces of digital art. The use of ICT is cross – curricular.

7. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and teachers will use it to inform their daily differentiation. Assessment will be reported in half termly Pupil Progress Meetings. Pupils will have Art and Design targets where appropriate and will know their 'next steps' to ensure progression.

8. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in Art and Design according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

9. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Art and Design through:

- monitoring and evaluating Art and Design:
 - pupil progress
 - provision of Art and Design
 - the quality of the Learning Environment
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Art and Design developments.

10. PARENTAL INVOLVEMENT

We aim to involve parents in the development of children's skills, knowledge and understanding in Art and Design. Parents are encouraged to work with their children at home and support with homework.

There are opportunities each term when parents can discuss their children's progress with their teacher.

This policy will be reviewed according to the emerging needs of our school.

SignedDate (Chair of
Governors)

SignedDate (Headteacher)