



The Grove Primary School

"The Grove School Cares"

Art and Design Policy

September 2021



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Rationale

At The Grove Primary School, we aim to give our children a rich and varied curriculum. '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

At The Grove Primary School, we will give children the opportunity to develop skills from other curriculum areas such as mathematics, science, computing, art and literacy. The vibrant and varied curriculum ensures that pupils know how to take educated risk becoming resourceful, innovate, enterprising and capable citizens.

Aims and Objectives

Through the teaching of Art, we aim to:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To develop creativity and imagination through a range of complex activities;
- To improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers

Implementation

Elements of Art and Design are delivered to the Reception children, through the Foundation Stage Curriculum and are incorporated into the termly topics. In Year 1- Year 6 Art and Design should be taught for one hour per week or blocked equivalent for three half terms- or cross curricular where appropriate.

Cross Curricular Links

Occasionally, if a unit does not fit the half term/ termly topic within a class, then Art and Design will be taught as a discrete subject. The units covered by each year group can be found on the long-term plans.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognize that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.



Expectations

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

In KS1 and KS2 we follow a skills based approach to learning. Each class teacher is given the list of skills for the Age Related Expectations (ARE) of their class. The key elements are closely related and should be developed through the Areas of Study, as appropriate. Not all the key elements need to be developed in each Area of Study.

Due to an emphasis on the core subjects, teachers may not cover every aspect in the Areas of Study. Their main focus is to ensure coverage and progression of the key elements.



Key stage 1 and 2 unit overview (2021-2022)

	Autumn	Spring	Summer
Year 1	<p>Self portraits - looking at basic details from a persons face.</p> <p>Monet - natural colour pictures.</p>	<p>Sponge printing - creating patterns using sponge printing.</p> <p>Seurat- using small dots to make a picture.</p>	<p>Mixing colour- Look at primary and secondary colours.</p> <p>Vincent Van Gogh - sunflowers</p>
Year 2	<p>Texture - looking at different textures such as fabric, paint, chalk, crayons.</p> <p>Mondrian - straight lines</p>	<p>Still life drawing - taking objects to draw. Using sketch books to improve their drawing skills. Looking at perspective (what angle you are looking at the object from, what shadow it casts)</p> <p>Kandinsky - Coloured circles</p>	<p>Natural collage - using natural materials outside to create a nature collage.</p> <p>Henry Rosseau - natural paintings</p>
Year 3	<p>Self portraits - looking at shading on peoples face. Using different pressure of pencil to create shading and different pencils (HB1, HB2)</p> <p>Rembrandt compared to Grant Wood - portraits</p> <p>Look at the different styles used.</p>	<p>Modroc sculpture - using the Modroc create a sculpture (can be linked with overall topic)</p> <p>Use newspaper and masking tape to form the skeleton shape then applying Modroc to cover.</p> <p>Andy Warhol</p>	<p>Colour and shade - Take a specific colour. How many shades can they make from that one colour.</p> <p>Henry Ossawa Tanner - use of colour</p>
Year 4	<p>Clay - using clay to make pots using scratch and slip technique.</p> <p>Sandra Jane Suleski</p>	<p>Self portraits - enhancing key features of people's face. Look at eyes and mouth. Practising drawing eyes (adding detail)</p> <p>Practising different shapes of mouths and how that reflects emotion.</p> <p>Victor Nunes - turning everyday objects in to art</p>	<p>Still life drawing - taking objects to draw. Using sketch books to improve their drawing skills.</p> <p>Leonard Afromov - colour and the technique he uses to paint - using a knife/sharp edge.</p>
Year 5	<p>Modroc sculpture - using the Modroc create a sculpture (can be linked with overall topic)</p> <p>Use newspaper and masking tape to form the skeleton shape then applying Modroc to cover.</p> <p>Banksy - graffiti art - the pros and cons of graffiti art.</p>	<p>Shape - using shape to create a picture. This can be a collage using cut out shapes and drawn/painted shapes.</p> <p>Pablo Picasso - colour and shape</p>	<p>Natural Art - What natural materials can they use from outside to create artwork</p> <p>Andy Goldsworthy - outdoor art using natural materials (natural sculptures)</p>



Year 6	Self portraits - using knowledge from year 3 and 4. Using shading to create perspective and adding details to mouths and eyes to express emotions. Practising drawing eyes and mouths. Annie Leibovitz - photography portraits	Natural Art - what can they use that they can find outside to make art. Alexander Calder - mobiles Nature mobiles to hang from trees outside- using cd's, plastic and wood.	Clay modelling using scratch and slip technique. Phoebe Cummings - use of clay to create natural art.
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There is a progression and skills document (2021-2022) which has recently been updated to match the new Long Term Plan for Art. This will help support teachers in their planning to help deliver the best possible Art lessons they can that will help ensure progression for all children. This can be found on the Art page of the school website.

Assessment and Monitoring

Class teachers will assess children's understanding skills through observation and discussion of their work. The children are also involved in self evaluating their learning. Teachers will relate these to the four key assessment areas using their Teacher Assessment (TA).

- Emerging- working below ARE
- Developing- Working below with some ARE.
- Secure- Working at ARE
- Advance- showing skills above ARE

Subject Development

The Art and Design Coordinator is responsible for supporting colleagues in the teaching of Art and Design by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The Coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Coordinator release time enables the Coordinator to fulfill their role by reviewing medium term plans, monitoring children's work and displays and identifying next steps for the subject.

Resources

The resources for Art and Design topics are based in the Art cupboard. Other resources that staff need can be requested and ordered in advance of the topic starting. Staff should make good, resourceful use of the products and materials in order to model good practice for the children. also request resources from Durham Learning Resources.

Health and Safety Guidelines

When planning the activities that children will complete staff and children should conduct suitable risk assessments. As children move up through the school they should be able to see and manage risk more appropriately. Children will need to be shown carefully how to work with tools safely and



general classroom organisation in these lessons should be carefully planned. Please see the schools Health and Safety policy.

Equal Opportunities and SEND

A balance of interest must be provided for both boys and girls in topic work.

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information.

At The Grove Primary School, we have due regard for our duties under the Equality Act 2010.

Through the delivery of the Art and Design curriculum, we will ensure that we:

eliminate discrimination, advance equality of opportunity and foster good relations.

Advancing Equality of Opportunity

This involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

Review- July 2022