

Art Policy Document



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This policy document sets out the curriculum intent, its implementation and how its impact will be measured for Art. At Burnside we believe that Art enriches children's learning and enables them to communicate their thoughts, ideas, and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas, and feelings. Through developing creative experiences and exploring a variety of materials, tools and techniques children will have the opportunity to record creatively the world around them.

Throughout their time at Burnside, the children will explore the work of artists and designers and gain inspiration and stimulation from a wide range of styles and concepts.

Art links to other areas of the curriculum and gives children the opportunity to develop specific art skills as well as reinforcing skills already established. Here at Burnside, we have created a culture where the work of all children is celebrated. Art is a stimulus by which children can express their imaginative element and experience several forms of creativity including art and design, dance, drama, and music. Its incorporation into other subjects serves as an effective vehicle for the achievement of cross curricular objectives.

Art Curriculum Intent

It is intended that by the end of Key Stage 2, our children will have had the opportunity to build skills and subject knowledge through a broad and balanced Art curriculum.

Our aim is to provide a curriculum with appropriate subject knowledge, skills and understanding in exploring and investigating, creating, and evaluating artwork as set out in the National Curriculum. At Burnside we aim to ensure that children's knowledge and skills are nurtured and developed, enabling children to observe and record from first-hand experience and from imagination and to develop children's competence in controlling materials and tools. We encourage them to acquire knowledge and become proficient in various art and design techniques and processes. We promote children's awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form, and space. We aim to foster enjoyment and an appreciation of the visual arts and to develop a knowledge of significant artists, craftspeople, and designers. We aim to increase the critical awareness of the roles and purposes of art and design in different time periods and cultures and analyse works using the language of art and design. We are committed to ensuring that children can reach and exceed their potential at Burnside Primary School.

Key Stages

Teaching of Art in the Early Years Foundation Stage

In Early years, Art and Design plays a vital role in their development. Children are taught to represent their own ideas, thoughts and feelings through design and technology, art, music, and dance. They safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.

Teaching of Art in 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, experience, and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
- To learn about 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.

Teaching of Art in 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 various 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 proficiency in art and design techniques, including drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- To learn about talented artists, architects, and designers in history.

Units taught at Key Stage 1 :

Year 1 : Children will develop their skills in drawing through a topic in Portraits. They will be introduced to the artwork of Leonardo D’Vinci. They will compare the work of a range of artists including Nicky Phillips, Isobel Peachy and Chris Levine.

Children will have the opportunity to create ‘Firework Art’ through drawings using pencil and chalk. They will gain inspiration from artwork by Giovanni Signorini.

Children will explore printing techniques through a ‘Decorating Houses and Home’ topic and they will explore textile and collage through a ‘Seaside’ theme.

Year 2 : Children will have opportunities to explore colour mixing, they will paint with a focus on the work of Kandinsky. They will create space pictures using varied materials in an ‘Inventions’ topic. Children in Year 2 will have the opportunity to explore printing techniques by creating a monoprint. There will be a focus on Richard Long’s ‘Mud Hand Circle.’

Units taught at Key Stage 2 :

Year 3 : Through the topic of Stone Age Art children will experience Cave Carving. They will have opportunities to explore Hieroglyphics and Egyptian printing techniques and they will

create Modroc Models of Egyptian masks. They will explore the work of famous artists such as Vincent van Gogh and Guiseppe Arcimboldo.

Year 4 : Children will develop their painting and drawing skills by studying modern art including artwork by Stanislav Sidorov. They will explore Printing and Celtic patterns through the topic of 'Anglo-Saxon Art.'

Year 5 : Children will explore the topic of 'Greek Art.' They will look at the work of Claude Monet through a 'Bridges' topic and use collagraph printing techniques in a 'Volcanoes' topic.

Year 6 : Children will develop their sketching techniques through studying the works of Robert Taylor. They will explore 'Pop Art' as well as 3D artwork through the topic of 'Sculptures in our Locality.'

See Appendix 1 for End of Year Key Skills and Knowledge for each year group.

Implementation

Curriculum Implementation

The teaching and implementation of the Art and Design Curriculum at Burnside Primary School is based on the National Curriculum and is supported by the Durham Progression of Skills documents, ensuring a well-structured approach to this creative subject.

The children are taught art as part of their termly topic work. Each year group will receive at least six weeks of art teaching. The areas taught include the processes of drawing, painting, printing, textiles, and sculpture. The work of famous local, national, and international artists is explored to enhance the children's learning.

The children's learning is further enhanced with art enrichment days and collapsed curriculum days during the year where the children are given the opportunity for collaborative working and to explore the distinctive styles and techniques of a range of artists.

Equality and Diversity

At Burnside Primary School we value every child. Every member of the school community should feel safe, secure, valued and of equal worth. We believe that equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age, or any other recognised area of discrimination. We seek to provide a rich and relevant curriculum for all pupils. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society. Our Art curriculum seeks to challenge stereotypes based on gender, race or ability and provides equal access and educational outcomes for all pupils.

Displays

At Burnside Primary School we believe our displays should be visually stimulating and increase the children's visual literacy and awareness. It is important to us that each child has some of their achievements celebrated publicly. Displays should be changed regularly. The children should be taught the importance of the presentation of their work and given the necessary skills to be able to cut, mount, position and display their own work.

Our Art Curriculum Impact:

Recording and evidencing

Our Curriculum is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing, and evaluations of work.
- Children's sketchbooks show evidence of a variety of tasks which build on a range of skills.

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work.

Through our curriculum children will be become creative learners, who have a wide range of knowledge about the renowned artists of the world. Creativity and individuality will be celebrated, and children will become proficient at editing and improving the pieces they have created. Children will be given the freedom to explore art using their imagination. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art.

Assessment:

Art assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

Art is monitored throughout all year groups using a variety of strategies such as book scrutinies and lesson observations. Further information is gathered through pupil

questionnaires and interviews; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

At the end of each unit, the teacher will make an overall assessment based on the key concepts and processes identified in his/her planning. Pupils will be assessed as having met the intended objectives, working towards or exceeding them, Teachers will refer to the progression in the art skills document to support them in making judgements.

Children in the Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using our school tracker system. Age related expectation levels are reported to parents at the end of the reception year.

Role of the Subject Co-ordinator

The Art co-ordinator will monitor the implementation of this policy and review and amend it as necessary. Monitoring of standards in art will be undertaken through:

- Observation of lessons
- Scrutiny of sketchbooks
- Discussion with pupils
- Moderation of pupil work

A subject improvement plan will detail steps needed to progress standards in art. This will be updated termly and reviewed annually.

End of Year Expectations Summary

By the end of FSU children will :

Skills	Knowledge
Create patterns using different mediums.	Know that there are different patterns.
Use gross motor movements to create large marks, continuous rotations, push/pulls and vertical arcs.	Distinguish between the different marks that can be made.
Explore paint using a wide variety of tools.	Know that different painting tools create different effects.
Talk about what they are doing using vocabulary.	Know words relating to art activities and the vocabulary to explain what they are doing.
Printing of naturally occurring resources such as finger and hands.	Know the process of printing by dipping objects into ink and paint.
Enjoy making marks, signs, and symbols on a variety of paper.	Distinguish between different marks e.g wavy line, straight line.
Handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc.	Know that there are varied materials and to be able to distinguish between them.

By the end of Year 1 children will:

Skills	Knowledge
Observe and draw shapes from observation.	Know that it is important to carefully observe when drawing from life, noting the shape of the original.
Explore mark making using a variety of tools with varying thicknesses	Know the names of the tools and techniques that they use and the effects they expect to produce.
Talk about drawings and paintings and say what they feel.	Know how to describe what they have done and how they feel about it. To name the tools and processes used.
Explore simple pattern.	Be able to describe different patterns e.g repeated, random.

Manipulate malleable material in a variety of ways, e.g. rolling, kneading, and shaping.	Know the names of the tools and techniques involved. To understand how to create different shapes.
Cut and stick materials to create a desired effect.	Know the different tools available for sticking and joining.
Explore using marks, lines, and curves.	Know that different lines and marks can be created e.g wavy, straight, curved, zig zag.
Select and sort materials for use	Distinguish between varied materials.

By the end of Year 2 children will:

Skills	Knowledge
Investigate pattern and shape in the Environment. To make repeating patterns.	Know that different patterns can be seen and created, e.g repeating, random.
Show different tones by drawing light/dark lines, light/dark patterns, light/dark shapes and use shading to create different effects.	Know names of the tools, techniques, and the formal elements (shades and tones) that they use.
Select photographs on a theme.	Know that there are many diverse types of art forms including photography.
Cut and stick materials to create a desired effect.	Know the different tools for joining and sticking.
Mix and match colours to artefacts and objects and mix primary shades and tones	Know the names of distinct colours and to understand that they can be mixed to create new colours.
Explore ideas and change what they have done to give better results.	Know how to talk about the materials, techniques and art processes used and to use the correct terms and vocabulary.

By the end of Year 3 children will:

Skills	Knowledge
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Use pencils of different grades and at different angles to create different effects and variations of tone.	Know the names and how to use some of the tools and techniques they have chosen to work with.
Experiment with different effects and colour, washes, thickened paint, creating textural effects. To use several brush techniques using thick and thin brushes to produce different effects such as shapes, textures, patterns, and lines.	Know the names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use and the different effects that they create.
Explores and recreates patterns or textures using a range of materials.	Know that there are many types of patterns and that patterns can be altered, repeating, rotating, and reflecting the original image.
Collect information, sketches, and resources	Know that drawing can be used to develop ideas and that they can source resources and ideas for inspiration to create own artwork.
Design and make models from observation and imagination.	Know the importance of observing carefully when making models from observation, noting the shape, scale, and position of the original.
Create texture and models using a range of tools and techniques.	Know the difference between 2D and 3D and the names of the tools and techniques that can be used for different effects.
Evaluate the work of others, including both ideas and techniques	Know the terms and the vocabulary relating to the materials, techniques and processes they have used.

By the end of Year 4 Children will:

Skills	Knowledge
Use drawings to show movement.	Know different drawing techniques.
Use line and tone to represent things seen, remembered, or observed.	Know the techniques and elements of line and tone.
Experiment with the styles of different artists.	Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects, and designers that they have studied
Create effects using assorted colours, patterns, brush strokes and techniques	Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively.

Appraise the ideas, methods and approaches used in others' work, using a critical approach.	Know about and describe some of the key ideas of techniques used in others' artwork.
Arrange photographs to create mood boards	Know that different photographs can evoke different feelings and responses.
Mix a variety of colours and know which are primary colours and make secondary colours	Name primary and secondary colours and to know that primary colours can be mixed to create secondary colours.
Develop awareness in texture and colour.	Know and describe different textures and colour.
Adapt work and describe how to develop it further.	Know how to use some of the tools and techniques they have chosen to work with.

By the end of Year 5 Children will:

Skills	Knowledge
Explore pattern using a range of techniques and mediums.	Know that patterns can be created in a range of ways and that patterns can be altered, repeating, rotating, and reflecting the original image
Show shadow or reflection by shading	Know the tools and techniques used to create different effects.
Explores the different effects on paint of using different mediums including water	Know the effect of different mediums and materials.
Looks at 3D work from a variety of cultures and develops own response through experimentation.	Know how to research and discuss ideas and approaches of artists working in 3D and to compare and take account of the culture and their purpose.
Explore the roles and purposes of artists and crafts people working in various times and cultures.	Know that different artists draw and paint in diverse ways with their own style and technique depending on purpose and intent. Know how to research and discuss the ideas and approaches of a various artists, craftspeople, designers, and architects, taking account of their cultural context and intentions.
Evaluate own and others' work, explaining and justifying their reasons Use analysis when commenting on ideas.	Know how to describe the processes they are using and how they hope to achieve high quality outcomes.

By the end of Year 6 children will:

Skills	Knowledge
Develop close observational skills using a variety of view finders.	Know that it is essential to carefully observe when drawing from life, noting shape, scale, and position of the original.
Use block colour in a range of shades.	Know the ways in which colour can be used.
Begin to use perspective in both abstract and real-life art.	Know the techniques involved in creating perspective.
Compares, ideas, methods, and approaches in their own and others work.	Know how to describe, interpret, and explain the work, ideas, and ways of working of different artists, designers, and craftspeople and to know the influence of the different historical, cultural, and social contexts in which they worked.
Use a full range of design, experimentation, and exploration alongside the work of others to develop their own work.	Know a wide range of art processes and to be able to make comparisons with their own and others' work to share ideas and methods.
Refine their work, often with several adaptations, to move towards an end point.	Know the technical vocabulary and techniques for modifying the quality of varied materials and processes.
Make imaginative use of the knowledge they have acquired through use of tools, techniques, and materials to express own ideas and feelings.	Know how to apply the knowledge they have gained to their own pieces of work.

APPENDIX 2

End of Unit Assessment Sheet

Unit title:		
Key objectives:		
Key skills:		
Working towards	Age related expectations	Working above age related

Next steps:

