

Art and Design Policy

Subject lead: Mrs C. Travis

Rationale

At St John's, we recognise that Art and Design stimulates creativity and imagination. Art enables children of all ages and abilities to communicate what they see and think through the use of different colours, textures, patterns and form. At St. John's we follow an engaging and inspiring art curriculum which provides pupils with the forum to express themselves visually and understand the world from a different perspective. We deliver a curriculum that ensures the sequence of lessons builds upon the core skills, allowing pupils to grow through their learning and deepening knowledge at the relevant key stages. Each Art topic gives the children the opportunity to learn about and compare the work of different artists from all over the world.

Intent

The intent of our Art and Design Curriculum at St John's is to provide plenty of opportunities for the children to learn, develop and strengthen their key skills of drawing, pattern, colour, form, texture and printing; whilst applying these skills to their own artwork.

It is also the intent of the Art Curriculum to provide the children with knowledge of different artists which they can draw inspiration and technique from.

Additionally, the school aims to develop the children's use and understanding of technical vocabulary associated with this subject, which will be built upon as the children progress through year groups. This is so that the children can coherently explain the skills and techniques that they have applied, the equipment that they have used and explain what their art work represents and means to them.

Implementation

In EYFS, the children develop essential basic skills in Art and Design. This is by the teacher creating many opportunities for the children to carry out creative activities across all areas of learning, whether this be during child initiated play or a teacher led activity.

By the End of Early Years, it is expected that the children will be able to:

- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Use simple tools safely and techniques ably and appropriately.
- Select appropriate resources and adapt work where necessary.
- To share their creations, explaining the process they have used.
- Select tools and techniques needed to shape, assemble and join materials they are using.
- Represent their own feelings and ideas through different mediums.

In KS1 and KS2, children will complete three art and design units per year, covering each of the key skills three times before leaving primary school. This will involve the children researching artists and their work, practising skills through experimentation, designing, making and evaluating. Teachers at St. John's may choose to teach Art every week or block their Art sessions across afternoons in one week or take a few days. The decision is that of the individual class teacher.

Researching

In this type of session, the children will explore an artist's work linked to their unit.

They will look at the work to unpick the skills that have been used, say what they like or dislike about the piece and link this to their own work.

Practising Skills

During this session (or sessions), the children will engage in practical activities to practise the necessary skills that they will need when completing their final piece of work. This may be a new skill or a skill previously practised but that required more practise. It also may be using mediums which may be new to them.

Designing

The children will draw/sketch their ideas. They will annotate their design with information such as the materials and features they have included in their design. During this session, they will also answer questions such as:

- What colours will I use?
- What materials will I need?
- What technical skills will I use?

In addition to this, they will also think about key vocabulary that will be used. This will be reiterated by the teacher.

Making

The children will make their final piece. This may be in their sketchbooks or on a larger scale.

Evaluating

The children will not only evaluate the overall effectiveness of their final piece of work but also the skills that they applied. This will be recorded individually in their art sketch book. This may be done differently in each key stage, with the depth of evaluations differing. They will think about what worked well and what did not work so well. Moving up into KS2, children will think about extending their evaluations, answering the question of 'why?'.

Below is the long-term plan for the Art and Design curriculum at St. John's.

<div>   </div> Art and Design Long Term Plan						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception *Skills will be reinforced throughout the year through continuous provision and through child-initiated play. Enhancements will be added to the provision throughout the year to ensure a progression of skills.	Gruffalo dough models - Form	Clay Christmas Decorations - Form and Colour Bonfire Night Printing- Colour and Pattern	Superhero cityscapes - Colour and texture. Painting characters- Supertato and the Evil Pea- Colour	Butterfly symmetry- Printing and Colour Collage work inspired by Eric Carle illustrations	Clay Rainbow Fish- Form, Colour and Texture	Junk modelling castles - Form
Year 1		Jackson Pollock – Colour Kandinsky Patterns – Colour and Texture	Van Gogh Texture, Form and Natural Materials	Pail Cezanne- Still Life Drawing	Landmark Drawings (light and dark) Aboriginal Dot Art- Colour and Pattern	
Year 2		Paul Klee- Colour and Shape.	Odundo Magdelyne Clay pots- Form	Giuseppe Arcimboldo- Form	Piet Mondrian- Colour	
Year 3	Lowry- Drawing		Ancient Egyptian Masks- Form		L Escher-Tessellation- Pattern	
Year 4	Water Colours ; Joseph Raffael – Colour			Collage Art Henri Matisse – Texture	Pablo Picasso- Printing (polystyrene)	
Year 5	Mayan masks/sculptures – Form		Landscapes/Indus Valley Observation drawing and Form.	David Hockney Landscapes- Colour		
Year 6	Andy Warhol- Pattern				John Squire- Printing	Ancient Greek vases- Texture/Form

Below is the progression of skills we follow for Art and Design.

Drawing (ongoing) pencil, wax, chalk, ink, pen, brushes						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, <u>coloured</u> pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man made world.</p>	<p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing</p>	<p>As Year 2, plus</p> <p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and man made world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have.</p>	<p>As Year 3, plus</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Computer generated drawings.</p> <p>Drawing from direction.</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p>	

Colour pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiencing and using primary <u>colours</u> predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new <u>colours</u>.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make <u>coloured</u> marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Ensure they know the names of all the <u>colours</u>.</p> <p>Begin to introduce mixing of <u>colours</u> to make new <u>colours</u>.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p>Begin to describe <u>colours</u> by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary <u>colours</u> and white.</p> <p>Darken <u>colours</u> without using black</p> <p>Mix <u>colours</u> to match those of the natural world – <u>colours</u> that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>Build on KS1- Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary and secondary <u>colours</u>.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over <u>coloured</u> dots, so tone and shading is evident.</p>	<p>Make the <u>colours</u> shown on a commercial colour chart.</p> <p>Mix and match <u>colours</u> to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe <u>colours</u> on hands and faces - mix flesh <u>colours</u>.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood (<u>matisse</u>)</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Considering colour for purposes</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>	

Texture collage, weaving, threads, fibers, fabrics, surfaces, wood, clay						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>Build on experiences in Year 1</p> <p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p>	<p>Build on all previous experiences.</p> <p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p> <p>Look at artists Linda Caverley, Ellen Jackson, Alison King</p>	<p>Build on all previous experiences.</p> <p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e. molly Williams, Jill Denton, Linda Caverley</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>

Form 3D experience, rigid and malleable materials						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and texture.</p>	<p>Awareness of natural and man made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experienced surface patterns / textures.</p> <p>Work safely, to organize working area and clear away.</p> <p>Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>

Printing (fingers, hands, vegetables, card, wood, string, <u>lingo</u> , clay, polystyrene etc)						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, <u>coloured</u> paper, plain paper, into clay and dough etc.</p> <p>Print with block <u>colours</u>.</p>	<p>Create patterns and pictures by printing from objects using more than one colour. (Klee)</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Use printmaking as a means of drawing</p> <p>Create order, symmetry, irregularity</p> <p>Extends repeating patterns - overlapping, using two contrasting <u>colours</u> etc</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools</p> <p>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through <u>monoprinting</u> on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Pointillism</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</p>	<p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief</p> <p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p>

Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create spot and stripe collages</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Link to Maths</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>Search for pattern around us in world, pictures, objects.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Link to Maths - symmetry</p>	<p>Consider different types of mark making to make patterns.</p> <p>Look at various <u>artists</u> creation of pattern and discuss effect, <u>ie</u>, Gaudi, Matisse, Escher, aboriginal art)</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/<u>Klee</u>)</p>	<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Look at various <u>artists</u> creation of pattern and discuss effect, <u>ie</u>, Morris, Sol <u>Lewitt</u>, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	

Catch Up Curriculum

Teachers will review the prior year group's learning and gaps that have arisen due to Covid-19. Teachers will endeavour to cover gaps by incorporating missed skills into current teaching. Teachers will use assessment for learning prior to teaching a new topic to ensure that the children have a solid foundation of knowledge of the required skills for their year group before teaching new skills.

Home Learning

Home learning for art will be still be skill based and should focus on knowledge, design and evaluating skills. Activities set will be suitable for home learning and will not depend on having expensive resources. This will include:

- Drawing skills
- Researching skills to develop the learner's knowledge of an artist or art topic
- Designing and evaluating skills

Below is a link to the Art and Design national curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

Impact

The aim at St John's for the Art Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document).

In addition, it is the intended impact that the children:

- are inspired by the Art Curriculum and want to learn more.
- show the progression in their skills, knowledge, vocabulary and understanding in the work in their books.
- can discuss their learning and remember what they have learnt.
- can identify some key artists and talk about their work.

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