

Art and Design Policy

Mission Statement

Jesus light our way on our faith journey.
Be our guide, our joy and our hope, as we learn, live, love and pray together.

Purpose

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Planning

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant area of study.

Areas of Study and Objectives by Year Group

Key stage 1: **Green**

Lower key Stage 2: **Blue**

Upper key stage 2: **Purple**

Year	Area of study	Objectives
Year 1	Materials – pattern	Use a range of materials creatively to design and make products. Use a wide range of patterns.
	Drawing – line, shape	Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.
	Painting – colour, space	Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect.
	Sculpting – texture and form	Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.
	Artists – Making links to their own work	Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community.
Year 2	Materials – pattern, texture, form	Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose.
	Drawing – line, shape	Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.
	Painting – colour, space	Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.
	Sculpting – texture and technique, form	Refine skills in sculpture and develop and share ideas. They must combine their experiences and their imagination. Develop and use a texture for effect. Create visual texture using different marks.
	Artists – differences and similarities	Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.

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Year 3	Sculpture 1 – observations, technique and control	Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.
	Sculpture 2 – experimenting, form	Plan, create and evaluate a sculpture. Recap sculpture 1 and incorporate some of what has been covered.
	Drawing – pencil, charcoal	Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.
	Painting: acrylic - Review and revisit ideas	Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic.
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison. (link to sculpture 1)
Year 4	Materials – Texture, pattern, experimenting	Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.
	Painting 1: watercolours -observations, techniques and control	Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to create a sketch book of what you have discovered. Evaluate beginning to use artistic language.
	Painting 2 – watercolour, experiment	Plan, create and evaluate a painting using watercolours. Incorporate what you have found in <i>Painting 1</i> into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.
	Drawing – pencil, charcoal	Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use artistic language.
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison. (link to painting 1)

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Year 5	Sculpture – experimenting, form	Plan and create a sculpture. Evaluate using artistic language.
	Drawing: charcoal - line, texture	Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.
	Project	<ul style="list-style-type: none"> • Children are to create a sketch book, record, revisit and review their ideas • Refer to artists, architects and designers in history to explain choices • They must choose from a range of materials (e.g. pencil, charcoal, paint, clay) • They then need to create a product that reflects a chosen artist, architect or designer or their own chosen one • Students are to refer to sketch books and use them for planning
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison. (link to Project)
Year 6	Sculpture experimenting, form,	As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.
	Drawing – charcoal, pencil	Use a variety of techniques to create form and texture i.e. shading and perspective.
	Painting - acrylic	Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison.

The above table indicates the minimum range of experiences to achieve a balanced programme for art and design. The intention is that these areas of study will be supplemented, developed and reinforced by further areas

of study developed by the teacher where appropriate. The children are entitled to a balanced coverage of 2D and 3D art and design processes across the year and key stage. Each area of study is designed to take no more than one term to complete. Art and design topics/themes will be the topic/theme of the Themed Curriculum of the corresponding term or half-term. Alternatively, topics/themes can be R.E. themed, depending upon the time of year and appropriateness of task.

G&T / SEN / EAL

The areas of study are aimed at pupils who are attaining at their current year's level, appropriate for their age. The lessons are adapted to meet the children's needs.

The art and design plans offer all children effective learning opportunities. The plans are challenging for children of different abilities and aptitudes in each year and key stage. The plans are designed to motivate children, enabling them to understand and review their own learning. The plans cater for children's diverse learning needs

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Assessment

The learning objectives in each area of study show how children might demonstrate what they have learnt. The work children do will serve as a record. The end of unit expectations provides broad descriptions of achievement.

Keeping a portfolio of selected examples of children's outcomes. These examples show how children have met expectations in 'painting and sculpting', 'artists from history' and 'evaluating and developing.'

Thinking skills

Information – processing skills, locate and collect information, refer, compare and contrast to artists and architects from history.

Reasoning skills - to give reason for opinions, draw inferences,

compare/contrast to analyse part-whole relationships

Enquiry skills – Enable children to ask relevant questions, pose and define problems, plan what to do and predict, anticipate consequences, test conclusions and outcomes.

Creative thinking – generate and extend ideas, suggest hypotheses, apply imagination and innovative outcomes.

Evaluation skills – evaluate information, judge the value of what they read, hear and do to develop criteria for judging their own and other's work/ideas.

The plans have been developed to teach children about tactile qualities to help them understand the concept of space, use of sequencing and how to create and interpret mood and expression. The children have the opportunity to study painting, filmmaking, 3D, sculpture, textiles, ceramics, ICT, iPads, dance, drama, installation, advertising, writing and video.

This policy will be reviewed at least every two years.

Signed:

Date: October 2018