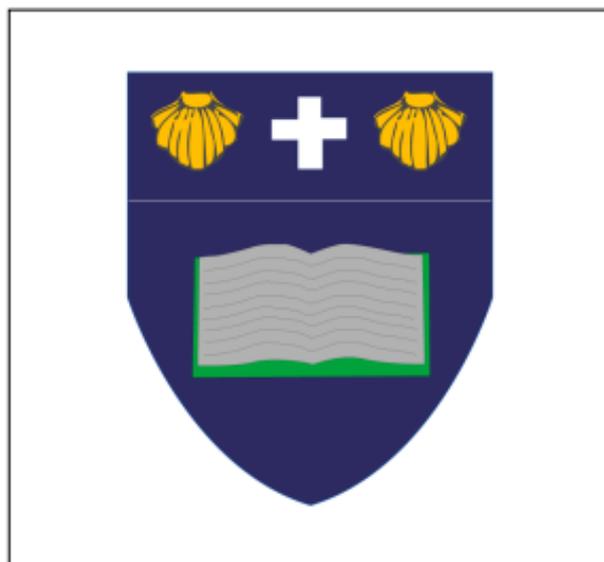


Westleigh Methodist Primary School

Art Policy



Date written:

Date reviewed:

Chairs signature:

Mission Statement

Westleigh Methodist Primary School aspires to be a Christian family where all can develop to their full potential.

We aim to promote the value of self, others and the environment

Our Vision:

The vision of Westleigh Methodist Primary School is to maintain a small, Christian school where the SLT and staff are knowledgeable about each child's abilities and challenges so that we can offer the most effective support for each individual child to meet those challenges, grow completely as a "well rounded" person and increase his/her skills to perform successfully in all academic areas.

Our Mission:

Underpinning our Mission Statement, we seek to sustain a Christian, educational community where:

- ✓ An emphasis on academic excellence is complemented by our concern for each learner's personal growth and spiritual, intellectual, aesthetic, and psychological development.

The curriculum is developmentally responsive, actively engaging children in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Safeguarding Statement

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Art Policy

At Westleigh Methodist Primary School we aim to develop a high-quality art education which engages, inspires and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. We aim to develop pupil's ability to think critically and develop a more rigorous understanding of art. Pupils will learn how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

National Curriculum

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

At 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.

At key stage 1 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.
- 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.

Meeting the needs of all pupils

In art we will engage all children in a variety of activities including: planning, practical work and critical reflection. Differentiation in art lessons will be by outcome. Lesson planning will consider pupils with special education needs, including the very able. Differentiation in art may be achieved by modifying the task, vocabulary and stimulus or by providing additional activities. This will be evidenced in planning using the following codes:

- **AL** – advanced learners
- **SL** – struggling learners
- **SEND** – pupils with a special educational need

Role of the Art subject leader

- The subject leader will oversee the Progression of Skills. This will be monitored annually using an Art Coverage tracker (Appendix 1).
- To offer support to staff to develop their skills and confidence towards teaching art and provide some professional development opportunities throughout the year.
- Ensure that resources are available for teachers to teach the objectives in the National Curriculum.
- Monitor the quality of teaching through the observations of lessons and monitoring of sketch books. This will be shared with staff in an Evidence Trail.
- Collate evidence of skills progression.
- Ensure skills are assessed at the end of each teaching unit.

Role of the class teacher

- To use the National Curriculum to support planning of lessons.
- To use Progression of Skills document to inform objectives for lessons (Appendix 2).
- To record the planning and coverage of art using the Art Coverage Tracker.
- Plan to meet the needs of all pupils.
- To assess pupils at the end of a teaching unit.

Monitoring and evaluation

- Annual staff questionnaire to be completed to assess staff subject knowledge and confidence towards teaching art.
- Evidence trails to be completed half termly to monitor specific areas of focus within the subject.
- Pupil assessment to be completed on a half termly basis.
- Pupil voice to be completed annually to assess pupils' knowledge and support in identifying areas for development.

Enrichment activities

- Some after school clubs to be delivered by the subject leader or teaching staff.
- Workshops delivered by visiting artists, craft makers and designers.
- Visits to local high school to be taught by specialist Art teachers.
- Art Award presented half termly to celebrate successes in the subject and raise the profile of art.

Professional development

- Staff have opportunities to develop their teaching of art through the support of visiting artists, craft makers or designers.
- Links with high school art teachers provide opportunities for staff to observe specialist art teachers.
- Staff meetings to ensure staff are up to date with any changes to the curriculum.
- Teachers to regularly share planning and artwork using the school SharePoint Art folder.

Appendix 1 – Acorn Trust Art Coverage

Art Coverage tracker should include: The Creative theme covered in the term; national curriculum objective; skills to be taught from the progression of skills document; and the famous artist, designer or craft maker to be taught.

National curriculum in England: art and design programmes of study

Art Coverage

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

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|----------|----------|----------|----------|----------|
| Year 1 | NC: Area of art: Skills: Techniques: Vocabulary: Artist influence: Curriculum link: Outcome: | | | | | |
| Year 2 | | | | | | |

National curriculum in England: art and design programmes of study

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

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|----------|----------|----------|----------|----------|----------|
| Year 3 | | | | | | |
| Year 4 | | | | | | |
| Year 5 | | | | | | |
| Year 6 | | | | | | |

Appendix 2 – Acorn Trust Progression of Skills in Art

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|--|--|--|---|
| HB pencils of varying weights to be used across both key stages Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage. | | | | | | |
| Drawing | Use drawing to develop and share their ideas. | | Improve mastery of drawing with a range of materials. | | | |
| | Use different types of lines e.g. straight, curved, zig-zag e.g. coloured crayons. | To use tone (light & dark) to add shading to a line e.g. pencils and coloured pencils. | Look at the way that shadows are made and use tone to show the effect of light and dark. To use hatching. | To use shading and tone to create texture in drawing the effect of light e.g. chalk pastels. To use cross-hatching. | Use lines to create perspective e.g. oil pastels. To use blending. | To use shading and tone to show the effect of light from different directions e.g. still life . To use rendering using the erasers and putty rubbers. |
| | Introduce primary colours. | To use geometric shapes and add shading to create a 3D effect. | Experiment with tools and surfaces e.g. charcoal and graphite sticks. | Create accurate drawings including proportion e.g. people/ animal. | To use shape and form to create 3D drawings. | Interpret the texture of a surface e.g. fine liners pens, erasers and putty rubbers. |
| | Observational drawing using knowledge of different lines to create shape . | | | Computer generated drawings including patterns . Work on a variety of scales . | Interpret the texture of a surface – produce increasingly accurate drawings. | Develop the concept of perspective e.g. still life . |

Painting

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|--|--|
| | To use painting to develop and share their ideas, experiences and imagination | | To improve their mastery of art and design techniques, including a range of materials. | | | |
| | Investigate mark-making by selecting thick brushes, sponge brushes for particular effects Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. | Experiment with tools and techniques , including layering, mixing media, scraping through etc. | Confidently select a brush type to match the scale of work e.g. thin brush on small picture etc. | Select paints and implements appropriately to create different effects and textures with paint. | Create different effects using a variety of tools and techniques e.g. dots, scratches and splashes, and applying paint in layers. | Choose appropriate paint, paper and implements to adapt and extend their work. |
| | Apply paint to make a background using wide brushes and other tools to express backgrounds and context. | Use colour and painting skills and apply surface techniques to create or suggest a place, time or season. | Represent things observed, remembered or imagined, using different effects and textures e.g. blocking in colour, washes, thickened paint. | Create a painting from designs and show increasing independence and creativity with the painting process. | Apply colour using a variety of tools and techniques. Plan and paint using other artists/cultures to inform their painting. | Use studies/observation to plan paintings, using thumbnail studies and paint techniques. |
| | Match primary colours to artefacts and objects. | Mix a range of secondary colours , shades and tones. Experiment with colour for different purposes: to represent real life, ideas and convey mood. | Understand how artists mix a variety of secondary colours to express a mood in a work e.g. warm and cool shades. | Use more specific colour language when making and matching colours e.g. tint, tone, shade, hue. | Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. | Test media and materials and mix appropriate colours. Show the effect of light and colour, texture and tone on natural and manmade objects. |

Printing

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|--|---|
| Develop a wide range of art and design techniques | | Develop their techniques, including their control and their use of materials | | | |
| Make marks in print with a variety of objects, e.g. natural and made objects. | Print using a variety of materials, objects and techniques. | Print using a variety of materials, objects and techniques including layering. | Explore lines, marks and tones through monotyping on a variety of papers to create an image. | Use card and mark making tools to control, line, shape, texture and tone. | Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone. |
| Explore different printing techniques, e.g. monoprint, block, rubbings and resist printing. | Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. | Explore colour mixing through printing, using two coloured inks a roller and stencil or press print. | Explores images and recreates texture in a Collograph print using e.g. corrugated card, string, pressprint. | Recreate a Scene observed or imagined, through collage relief 'Collograph' printing. | Layering prints and be confident with printing on paper and fabric. |
| Build a repeating pattern and recognise pattern in the environment. | Design patterns of increasing complexity and repetition. | Explore pattern and shape, creating designs for printing. | Design a complex pattern made up from two or more motifs and print a tiled version. | Organise their work in terms of pattern, repetition, symmetry, making connections between own work and patterns in their local environment (e.g. curtains, wallpaper). | Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper. |

Collage

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|--|---|---|
| | <p>Use a range of materials creatively to design and make products. Learn about the work of a range of craft makers and designers.</p> | | <p>Develop an increasing awareness of different kinds of art, craft and design. Learn about the great craft makers and designers in history.</p> | | | |
| | <p>Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines and crepe paper.</p> | <p>Select materials with thought, considering: content, shape, surface and texture.</p> | <p>Experiment with a range of media e.g. overlapping and layering.</p> | <p>Improve skills of overlapping and overlaying to place objects in front and behind.</p> | <p>Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water.</p> | <p>Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface.</p> |
| | <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> | <p>Use a variety of techniques, e.g. weaving, tie-dyeing, fabric crayons and wax or oil resist, and embroidery.</p> | <p>Use a variety of techniques, e.g. printing, dyeing, quilting, weaving, embroidery, and paper and plastic trappings.</p> | <p>Combine previously learnt skills more readily. Experiment with paste resist.</p> | <p>Select and use cutting tools and adhesives with care to achieve a specific outcome. Experiment with using batik safely.</p> | <p>Embellish a surface using a variety of techniques, including drawing, painting and printing.</p> |
| | <p>Create images from imagination, experience or observation.</p> | <p>Create textured collages from a variety of media, e.g. Make a simple mosaic.</p> | <p>Use the natural / town environment as a stimulus for a mixed media work to convey meaning.</p> | <p>Make a representational textured image from textures that have been selected.</p> | <p>Use a range of media to create collage.</p> | <p>Use different techniques, colours and textures when designing and making pieces of work.</p> |

Textiles

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|---|---|--|
| | Select, organise & use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple product . | Sort, select and control colour, line, shape, texture to make fabric and textile surfaces from the study of a craft artist. | Select fabric/ materials to assemble a constructed piece. | Experiment with a range of media e.g. overlapping, layering etc. | Use different techniques, colours and textures when designing and making pieces of work. | Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact. |
| | Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work. | Cut threads & fibres, stitch, sew together and decorate surfaces using adhesive and bead or buttons. | Develop skills in stitching. Cutting and joining. | Attach materials using stitching, e.g. straight stitch, running or cross stitch. | Can select and use contrasting colours and textures in stitching. | Control stitching - using various needles to produce more complex patterns with care and some accuracy. |
| | | Weave in a simple loom and build constructed textile surfaces. | Weave paper & materials to represent an image e.g. landscape, pattern or texture. | Print on fabric using a monoprint block or tile, or as part of a group using a simple stencil. | Dye fabrics and use tie-dye techniques to control and create a fabric image. | Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours. |

Digital Art

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|---|--|---|
| | <p>Open and use an art program, selecting simple tools to make lines, shapes and colours.</p> | <p>Control the size of mark and select colours, and use predefined shapes, motifs and stamps.</p> | <p>Use a painting program to make an Image corresponding to their work in other art media.</p> | <p>Experiment with colours and textures in a graphics programme. Make an appropriate choice of filters to manipulate and create images.</p> | <p>Understand that a digital image is created by layering. Create layered images from original ideas.</p> | <p>Use a paint/graphics programme to develop virtual designs for a painting, print or 3D work.</p> |
| | <p>Can use a digital camera to select, capture, save and print.</p> | <p>Copy and paste areas of the image, save and print the image.</p> | <p>Create a motif in lines and shapes, copy and paste to create a simple repeat pattern.</p> | <p>Use a digital camera and combine a photo with drawing in a paint program.</p> | <p>Use a digital camera to capture objects. Cut and paste into another image to create a digital collage.</p> | <p>Create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting.</p> |

Sculpture

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--|---|
| <p>Manipulate rigid and malleable materials such as clay or card to represent something known e.g. rolling, kneading and shaping.</p> | <p>Model in malleable/plastic materials with control to assemble basic shapes or forms e.g. bodies/heads/ pinch pot/coil pot. Add surface features. Smooth and join materials with care.</p> | <p>Construct a structure in linear or soft media. Then cover the surface to make a form.</p> | <p>Assemble found materials to make a new form, covering with ModRoc or papier maché.</p> | <p>Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water.</p> | <p>Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface.</p> |
| <p>Experiment with basic tools on rigid / pliable materials.</p> | <p>Respond to sculptures and craft artists to help them adapt and make their own work.</p> | <p>Create textured surfaces using rigid and plastic materials and a variety of tools.</p> | <p>Build in clay using two/three building techniques and some surface decoration.</p> | <p>Select and use cutting tools and adhesives with care to achieve a specific outcome.</p> | <p>Embellish a surface using a variety of techniques, including drawing, painting and printing.</p> |
| <p>Experiment with, construct and join recycled, natural and man-made materials.</p> | <p>Confidently experiment with, construct and join recycled, natural and man-made materials.</p> | <p>Plan, design and make models, e.g. cut and join wood safely, make a simple papier mache object.</p> | <p>Use a variety of materials. Talk about their work understanding that it has been sculpted, modelled or constructed.</p> | <p>Plan a sculpture through drawing and other preparatory work. Describe the different qualities involved in modelling, sculpture and construction.</p> | <p>Create sculpture and constructions with increasing independence. Develop skills in using clay e.g. slabs, coils, slips, etc. Make a mould and use plaster safely.</p> |