

Art and Design Policy



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Art and Design at Whale Hill Primary School

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design at Whale Hill Primary School.

Intent Statement

Our Art and Design curriculum aims to inspire, enthuse and encourage children to explore and engage boldly and confidently with the Art world. We want them to think of art as something which caters to their individuality, allows them to take risks, embraces their mistakes and offers them their own unique journey, believing they are an artist like no other. By studying local artists, we hope our children will believe that art is an option for them. Our children will access a variety of artists, both the renowned and the obscure, male and female, local and international, gaining a deeper knowledge of differing artist backgrounds, styles, techniques, and influences in order to motivate, influence and foster criticisms and discussion around art. By offering a range of artists from over the years, the children will appreciate how art has both shaped and reflected our history and has made a valuable contribution to our society.

Purpose of study

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 of study

Our aims at Whale Hill are based on the EYFS Framework September 2021 and the 2014 National Curriculum and are intended 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.

Implementation - How do we teach Art and Design?

In all Key Stages, Art and Design must stimulate and inspire children, providing them with a variety of creative experiences, all of which will be taught with the belief that all children are artists. In our planning, we have provided

a balance between individual and collaborative tasks, small and large scale work, taking inspiration from a range of artists from a variety of genres. Our curriculum is skills based but we have chosen to study particular artists in a way that links with other curriculum subjects and offers opportunities to deepen and secure understanding.

EYFS

The development of children's artistic and cultural awareness supports their imagination and creativity. In this phase, children are guided to have faith in their creative abilities and have the confidence to 'give it a go'. Alongside the specific teaching of art, regular opportunities will be provided for them to engage with the arts, exploring, experimenting and playing with a wide range of media and materials while enabling them to practice the skills they have been shown, independently. Art and Design is invaluable as a tool in developing the gross and fine motor skills of children, supporting the progression of mark making and the teaching of early writing development. The use of a variety of tools and media will allow children to build up their stamina and control.

The Foundation Stage work through a 2 year rolling programme. The following skills are practised and developed:

- Painting
- Colour mixing
- Printing with different media
- Collage
- Observational drawing
- Making patterns with different media.
- 3D sculpture

In Nursery, we look at the artists Mondrian, Kandinsky and Seurat.

In Reception, we study the artists Picasso, Mackenzie Thorpe (local artist), Louise Bourgeois (sculpture) (Cycle A) / Claude Monet (Cycle B).

Key Stage 1

Pupils will continue to develop their basic skills in art, all the time feeling confident in taking risks and understanding that making 'mistakes' or wanting to improve or change their work is a valuable part of the creative process.

In this stage, children will:

- Develop their creativity and imagination through the provision of visual, tactile and sensory experiences involving a variety of media;
- Develop their understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- Work with greater observation of detail and precision, always displaying pride in their working process and outcome.

- Explore ideas, meanings and purpose in the work of artists, crafts people and designers, and help them learn about their different roles and about the functions of art craft and design in their own lives and in different times and cultures;
- Begin to make thoughtful judgements and aesthetic and practical decisions and become actively involved in their own designs and art work.

In Year 1 we will study the artists Van Gogh, William Morris (textile designer), and Rachel Ruysch.

In Year 2 we will study the artists Georgia O’Keeffe, Andy Goldsworthy (transient artist/sculptor), Sydney Parkinson and other Botanical artists, Henry Tayali/Agnes Buya Yambwe (Zambian artists).

Key Stage 2

Pupils’ learning should extend their knowledge of the art world, linking with other areas of our school curriculum, allowing appreciation of a range of artists (or historical artefacts) from both local areas and further afield, as well as studying a range of genres and styles of artworks. Children should develop their knowledge of a range of artists as well as artistic skills across the key stage, increasing their confidence and fluidity in experimenting with art and techniques, as well as being familiar with the theoretical and meaningful aspect of Art and Design in the real world.

In this stage, pupils will:

- Study a variety artists and artefactual works (from the local area, Europe, the Americas and across the world).
- Study and investigate revolutionary art movements such as cubism, expressionism, surrealism and romanticism, considering and understanding their place in the art world.
- Discover, compare, discuss and criticise their own works and the works of artists (prominent or not) relevant to their studies with encouragement to form and celebrate their own opinions as an artist themselves and an individual.
- Recreate, adapt, take inspiration from and experiment with the works and styles of other artists to develop their knowledge and skills.
- Build upon skills learnt in Key Stage 1 throughout each year group, including in the areas of:
 - Drawing
 - Painting
 - 3D/Sculpture work
 - Collaging
 - Printmaking
- Take ownership of their art, making conscious choices to inform their works based upon their own knowledge and understanding – with the confidence to take risks.

- Further develop their understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and deeper meanings.
- In Year 3, the artists and topics we study are:
 - Street Art and the Local area (*Banksy, Bobzilla, Antony Gormley*)
 - Prehistoric Britain (*Stonehenge, cave drawings, finger flutings*)
 - Ancient Egypt (*Hieroglyphs*)
- In Year 4, the artists and topics we study are:
 - Climate zones and colour – hot and cool (*Vincent Van Gogh, Katsushika Hokusai, Edvard Munch, Claude Monet*)
 - Ancient Greeks (*Greek vases*)
 - People in movement (*Leonardo da Vinci, Eadweard Muybridge, Edgar Degas*)
- In Year 5, the artists and topics we study are:
 - Anglo Saxons (*brooches*)
 - The Americas Abstract Expressionism (*Jackson Pollock*)
 - The Americas Pop art (*Claes Oldenburg, Andy Warhol, Jasper Johns,*)
- In Year 6, the artists and topics we study are:
 - Influential women in art (*Beatrix Potter, Yayoi Kusama, Bridget Riley, Georgia O'Keefe*)
 - Mexico (*Mayan death masks*)
 - Industrialisation of Middlesbrough (*Mackenzie Thorpe, Carol Hutchings, Philip Meadows*)

Strategies for teaching Art and Design

When looking at artists, we:

- Encourage analytical and critical thinking leaving artists work and styles open to opinion.
- Compare artist works, either learnt in previous year groups or earlier that year, to have a broader view of the art world as a view.
- Take inspiration from artists' works as well as applying specific genre skills and style to our own works.

When teaching skills, we:

- Demonstrate, discuss and model the techniques which can be used for various medium.
- Teach the technical vocabulary needed for and relevant to the subject.

- Provide the opportunity for practice and experimentation.
- Allow time for children to focus on the practical aspect of art and design.

Sketchbooks

From Year 1, every child will have a sketchbook which they will take through school, providing a valuable record of the development and progression of their creative journey through Whale Hill School. It is important that the children feel a sense of ownership about their sketchbook. Although they are encouraged to look after their book and value it appropriately, they are not required to set their sketches out in any particular, rigid way. The books offer a place for them to record their individual response to the world through sketches, cutting and sticking, collections of things which inspire and stimulate their art ideas. Children must feel confident to experiment in their sketchbook and write notes if they find this helpful. Over the course of their time in Whale Hill, children will increasingly see the sketchbook as a place which raises questions that can be explored/answered outside the sketchbook, so that the link between the sketchbook and creative journey and outcome becomes understood. A sketchbook also provides children with the opportunity to learn to review and assess what they are doing. They can change and modify their work and therefore these books are essential for design development.

A Sketch pad can contain examples of all or some of the following:

- Drawings;
- Investigative enquiry; gathering information to give specific knowledge of how things are made or work;
- Vocabulary lists which will support them in finding their voice as an artist or just in discussing art confidently;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, other materials;
- Sketches and working drawings for ideas of things they want to make;
- Drawings from different points of view;
- Reproductions of works of art design;
- Photographs;
- Photocopies- even of other children's work;
- Comments and notes of things they have seen- their own personal reactions;
- On- site sketches for investigation of the environment;
- Descriptions of things they have made;
- Notes on the actual technical processes;
- Titles of music that were used to stimulate a response;
- Any other design or impulse material.

As the sketchbook allows for mistakes or mind-changing, there is no requirement to 'rub out'. As a way of showing respect for each child's individual creative progression, Teachers could add any necessary comments on a post-it note, being careful not to undermine or knock confidence. Children could be encouraged to develop their own sketchbook at home, giving opportunities to bring it in to exhibit their ideas if they wish.

Impact

It will be evident over time that the progress, knowledge and skills of pupils will increase between EYFS and Year 6. Impact will be assessed through a multi-faceted approach including informal observations in lessons, bodies of work including sketchbooks, collaborative works e.g. displays around school and through pupil voice.

Children's work should show development of practical skills, a deepening understanding of artists and their works, a growth in confidence to experiment as well as make mistakes and an increasing passion and enjoyment of some aspect of art and design. When talking with children of any age, they should have the freedom, vocabulary and knowledge to describe, criticise and compare any works of art.

The subject leader will monitor the quality and impact of the Art and Design Curriculum and assess the extent to which pupils can apply the skills taught and recognise artists and their work.

The Role of the Subject Leader

The subject leader is responsible to the head teacher for standards achieved, the quality of teaching and learning and management of art and design. The subject leader is responsible for monitoring and evaluating the quality of the art and design curriculum. The work of the subject leader also includes supporting colleagues in the teaching of art and design, updating staff on current developments in the subject and providing lead and direction for the subject in the school. Observations of teaching, planning and work scrutiny take place over the course of the year in order to maintain and continue to raise standards.

Health and Safety

The school policy on Health and Safety applies to Art as to all areas of the curriculum. Children are reminded of any hazards associated with equipment and are closely supervised during use of such equipment. Children are taught how to use and carry scissors safely. Toxic materials and potentially dangerous equipment are to be used by members of staff only, e.g. **cool melt glue guns**, pastel fixative spray, spray paint, glazes and varnish.

Resources

General resources are kept in the art cupboard and renewed as and when by the art subject leader. Resources specifically needed by each year group in order to teach a particular topic or unit will be ordered by the team leader in advance and kept in year group areas.

SEN

Although our principal aim is to develop children's knowledge, skills, and understanding of art and design, great emphasis will also be placed on the children's enjoyment of the subject. At Whale Hill Primary School all children will have the opportunity to create works of art, whatever their ability and individual needs and we will ensure that all children are supported in their learning accordingly.

Review

This policy will be reviewed every two years in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Compiled by Catherine Dawson and Beth Lyons (Art and Design subject leaders)

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