



**Dove Bank Primary School**

# **ART & DESIGN POLICY**

**This policy was approved by the Governing Body of Dove Bank Primary School at their meeting on.....**

**Signed..... Chair of Governors**

## INTRODUCTION

Art, craft and design is a means through which children are able to develop skills, explore experiences and respond to visual images. It plays an essential role in the development of wider communication skills.

Art and design offers opportunities to:

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate thoughts, feelings and meanings;
- Explore with children ideas and meanings in the work of artists, craftspeople 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;
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

***“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.”***

National Curriculum 2014

## AIMS AND OBJECTIVES

- To promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process
- To stimulate each child's creativity and imagination
- To enable pupils to become visually literate: to understand and use Art as means of communication
- To increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment
- To develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- To develop the pupils' aesthetic sensibilities and capacity for original thought
- To increase awareness of the role and purpose of art and design in different times and cultures
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control
- To develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum

## ORGANISATION AND TEACHING

### Content

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

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

Teaching should ensure that the investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

These aspects of art and design are developed through individual and collaborative work in two and three dimensions and on different scales, using a range of materials and processes, and through investigating the work of artists, craftspeople and designers.

### **Art, Craft and Design Experience**

At all stages all pupils will:

- observe, record and express the natural and manufactured world through a variety of media
- undertake individual and group projects in art which encourage group, independent & imaginative work
- have time to reflect on and talk about their work
- be encouraged to develop an aesthetic awareness of their environment
- be experiencing reproductions of “Works of Art” and discussing them in a meaningful way
- be realising values of the cultural heritage of this and other societies both past and present.
- be developing an understanding of technological processes in relation to art and design activities

### **Planning**

Units are planned in line with the national curriculum and will allow for clear progression. Units will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the national curriculum and use the same format for their weekly planning sheet. Our use of Cornerstones Maestro Curriculum helps us ensure both coverage of the Art and Design curriculum throughout the year and cross curricular links to work in other subjects.

Short-term planning: Individual plans are devised for each art and design lesson. These plans list the specific learning objectives for each lesson and give details of how to teach them. They build on the medium-term plans.

### **Assessment and Recording**

As in all other areas of the curriculum, assessment is an integral part of the teaching process. In Art, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child’s progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment also enables pupils to be involved in their own assessment.

Class teachers keep records of work carried out by pupils so that progress against key objectives can be accurately tracked using the statements on O track assessment tracker.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings

### **Monitoring and Evaluation**

Regular monitoring and evaluation of the activities will be done by the subject leader. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress.

### **Resources**

Each year group has basic materials e.g. drawing materials, ready mix paints, brushes and a folder of pictures, prints, postcards linking to specific art units. Further resources are stored in the art cupboard; paper/card is stored in the store cupboard in the foyer. Drapes and artefact boxes are also available.(See Appendix 2 for resource lists)

### **LINKS WITH OTHER POLICIES**

#### **Computing**

Children will be able to develop their ICT in a variety of ways, such as:

- Using the internet and CD-ROMs to investigate the work of artists
- Using drawing and imaging software to create artwork
- Using digital cameras and video recorders to record observations and pieces of their own work
- Using e-mail and the internet to exchange and publish their work

#### **INCLUSION**

Success is expected for every pupil. They should reach their full potential, recognise personal strengths and be able to celebrate the achievements of themselves and others; both within the school and its wider community.

At Dove Bank, teaching will ensure that art is accessible to all children by planning art and design that:

- Is challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivates children, enabling them to understand and review their own learning;
- Caters for children's diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of children;
- Differentiates work through activities and expected outcomes;
- Uses other adults to support all ability groups.

#### **HEALTH AND SAFETY**

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Children should be shown safe procedures for using such resources and should be made aware of the dangers. If in doubt teachers should liaise with the art and design subject leader to ensure they are familiar with the safe procedures for using certain resources. Resources which require particular care in use include: spray fixative, glue guns and needles.

#### **EQUAL OPPORTUNITIES**

All pupils should have access to the whole art curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from the arts and artefacts of other cultures. An appreciation of art forms created and valued by different cultures should be taught.

## **THE ROLE OF THE ART AND DESIGN SUBJECT LEADER**

The role of the subject leader is to:

- Seek to enthuse pupils and staff about art and design and to promote high achievement;
- Advise and support staff in the planning, delivery and assessment of art and design;
- Offer specialist advice and knowledge for special needs and more able pupils;
- Monitor and evaluate the standards of children's work and the quality of teaching in art and design throughout the school;
- Undertake lesson observations of art and design teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing;
- Purchase, organise and maintain teaching resources and manage a delegated budget
- Advise the Headteacher of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement;
- Organise thematic 'Arts Weeks'
- Co-ordinate display
- Develop links with advisory services and outside artists

## **DISPLAY**

Displays will be used for a variety of purposes, which may: improve the environment, present information, encourage participation, demonstrate process, focus attention, reinforce learning and confirm values.

## **EVALUATION**

This policy will be observed in practice by the subject manager on a regular basis as part of the monitoring process.

T.Vale Updated 2020

# **Appendix 1: DOVE BANK PRIMARY SCHOOL ART DEPARTMENT RESOURCES**

## **Drawing Media**

A variety of soft/hard pencils  
Charcoal  
Pastels (chalk and oil)  
Chalk  
Wax crayons  
Coloured pencils  
Drawing ink and pens

## **Paint and Pigment**

Ready-mixed paint  
Water colour palettes & blocks  
Marbling ink  
Range of suitable paper/brushes  
Silk painting colours  
Glass Paints  
Palettes

Fine-writers

Fabric paints & pens

### **Print Making**

### **Collage/Sewing**

Rubber 'stampers'

Binka

Printing rollers

Felt

Block printing ink

Hessian

Polyblock - polystyrene

Embroidery thread

Printing sheets

Cottons

Needles

Wool

Knitting needles

Fabric scraps

String

Threads and wools for collage applique

### **Weaving**

### **3D Work**

Raffia

Clay

Cane

Clay modelling equipment

Weaving needles

Wood

Wool

Plasticine

Card

Mod-roc

Scrim

Modelling Wire

Ribbon

Pipe cleaners

Lace

Glue

Art straws

Wallpaper paste

## Appendix 2: KEY STAGE 1 ART OVERVIEW

*(where the Art SOW is not the main area for development, or where DT is the lead subject, 'one off' topic enhancement lessons for Art are shown in italics)*

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>A</b>	<p><b>About Me and My Friends</b></p> <p>Exploring Portraiture Photography Self-portrait – drawing Self-portrait – painting</p> <p>(Key Drawing Skills Unit)</p> <p>(Also see RE planning)</p>	<p><b>Starry Night</b></p> <p><i>Van Gogh's Starry Night</i></p> <p>(Key Painting/Colour Mixing Skills Unit)</p>	<p><b>Kung Hei Fat Choi</b></p> <p>Willow Pattern Plates 3d model dragon – large scale group project</p>	<p><b>Water World</b></p> <p><i>Paper Plate Weaving – Raindrops</i> <i>Fabric Work - Raindrops</i> <i>Monet's Waterlillies (painting)</i></p> <p>(Collage Key Skills Unit; Painting Key Skills Unit)</p> <p>(Also see RE planning re: Noah's Ark Frieze)</p>	<p><b>The Aliens Are Coming</b></p> <p><i>Painting of an Alien</i> <i>Alien Space Scene Collage</i> <i>Spaceship Porthole</i> <i>IT Space Scene</i></p>	<p><b>The Great Exhibition</b></p> <p><i>Observational Drawing – artefacts</i></p> <p>(Key Drawing Skills Unit)</p>
<b>B</b>	<p><b>Emergency! Emergency! (People Who Help Us)</b></p> <p>Collage – painting people Shoe box emergency vehicles Crown of Friends Helping Hand</p>	<p><b>Where have all the Dinosaurs gone?</b></p> <p>Dinosaur Collage Dinosaur Silhouettes Cotton bud skeleton picture Glue resist dinosaur picture Jurassic Park Mural</p>	<p><b>Mrs Armitage's Vehicles</b></p> <p><u>No Art – DT focus</u></p>	<p><b>A Knight's Tale</b></p> <p>Shield Design (ICT and 2d) Castle Drawing/ Painting (includes printing) 3d work – clay slab or recycled material castle</p>	<p><b>Creatures Great and Small</b></p> <p><i>Animal Mash Ups</i></p> <p><i>Matisse: The Snail</i></p>	<p><b>Oh I do like to be besides the seaside</b></p> <p>In-depth ocean picture Jellyfish picture Shells – drawing Seaside picture transcription Polyblock fish prints (Key Painting Skills Unit)</p>
<b>C</b>	<p><b>Shiver Me Timbers (Pirates)</b></p> <p>Pirate 'Portraits' Pirate ship seascapes Ship in a bottle drawing Pirate Flags</p>	<p><b>London's Burning</b></p> <p><u>No Art – DT focus (3d junk model buildings)</u></p> <p>(Key 3d Skills Unit)</p>	<p><b>The Mad Hatter's Tea Party</b></p> <p>Design and make a hat for the Mad Hatter's Tea Party</p>	<p><b>Around the World in 80 Days</b></p> <p>Art from other cultures: Printing &amp; IT</p> <p>(Key Printing Skills Unit)</p>	<p><b>Going Green</b></p> <p>Exploring Materials Investigating Textiles Weaving</p> <p>(Key Textiles Skills Unit)</p>	<p><b>What's Down in the Woods Today?</b></p> <p>Multi-Media Owls Multi-Media Deer Mud Monster Sculptures with natural materials</p> <p>(Also see RE planning for paper plate bird's nest activity and woodland creatures made from natural objects task).</p>

## Appendix 3: KEY STAGE 2 ART OVERVIEW

(where DT is the focus, 'one off' topic enhancement lessons shown in italics)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR A (2013-14)</b>	<p>Marvellous Me</p> <p><u>Portraiture</u></p> <p>Drawing Portraits (Half Faces with colour matching –pencil crayon)</p> <p>Self-Portrait in the style of Andy Warhol (chalk pastel over photocopy)</p> <p>Picasso Study (drawing/chalk pastel)</p>	<p>The Vile Victorians</p> <p><u>Artist Study: William Morris</u></p> <p>Drawing/Copying sections of WM textiles (pencil; finewriter; water-colour)</p> <p>Creating own design using ICT</p>	<p>From Source to Sea</p> <p><u>Artwork Inspired by the Theme of Water</u></p> <p><i>KS2 Group collage (large scale using a range of papers &amp; textures to create four sections)</i></p> <p><i>'Water in Art' – series of studies based on the work of famous artists e.g. Hokusai, Monet, Seurat</i></p>	<p>'Caribbean Cocktail' (Jamaica)</p> <p>(DT cross-over)</p> <p><u>Masks</u></p> <p>Designing and Making Caribbean Carnival Masks</p>	<p>Keeping Healthy!</p> <p>(DT Focus)</p> <p><u>Fruit and Veg Face in the style of Arcimboldo</u></p> <p><i>Collage or 2d sculpture</i></p>	<p>All the Fun of the Fair!</p> <p>(DT Focus)</p> <p><u>Lowry's fairground paintings</u></p> <p><i>Using fine-writer draw own fairground scene inspired by Lowry on A5. Enlarge drawing to A3 and complete in watercolour or chalk pastels.</i></p>
<b>YEAR B (2014-15)</b>	<p>Eurovision Song Contest!</p> <p><u>European Artist Study</u></p> <p><u>Julian Opie</u> Create images of their own faces in the style of Julian Opie, exploring the use of colour.</p> <p><u>Wassily Kandinsky</u> Create a group abstract composition based on the work of Kandinsky</p> <p><u>Edvard Munch</u> Watercolour painting: 'The Scream'</p>	<p>Rock and Roll!</p> <p><u>Natural Sculptures &amp; Photography</u></p> <p><i>Sculptures inspired by Andy Goldsworthy</i></p> <p><i>Photography of natural sculptures</i></p> <p><i>DT Focus: Stone Wheeled Prehistoric Buggies</i></p>	<p>The Flintstones</p> <p><i>Cave Art (as part of Stone Age Inspiration Day)</i></p> <p><i>Celtic Art- brooch or shield design</i></p> <p><i>Making a coil pot (As part of Iron Age Forest School Day)</i></p> <p><i>Creation Picture (RE)</i></p> <p><u>Homework:</u> <i>Stonehenge Silhouette Picture</i></p>	<p>The Rotten Romans</p> <p><u>Y3/4 Designing &amp; Making a Roman Helmet</u></p> <p><u>Y5/6 Mosaics Project</u></p>	<p>Vive la France!</p> <p><u>French Artist Study</u></p> <p>Monet</p> <p>Matisse</p> <p>Cezanne</p>	<p>The Vicious Vikings</p> <p><u>Textiles/Weaving</u></p> <p>'Abstract' collage combining different knotting, plaiting, weaving, threading around or through 2d shapes.</p> <p>Small scale weaving project using wool</p> <p>Large scale weaving project using a range of fabrics/materials.</p>



<p><b>YEAR C (2015-16)</b></p>	<p>Lookout in the Black out!  (DT Focus)  <i>Poster Art – Create own propaganda poster</i>  <i>Blitz/Wartime Skyline Picture</i></p>	<p>On Safari!  <u>African Art Study &amp; Landscapes</u>  Sihouette Landscape (chalk pastels)  Study artwork by Gakonga (Kenya) – copy pictures in oil pastel.  Create own African themed picture based on Gakonga’s style (fine-writer; enlarge image and complete in ready mix paint)</p>	<p>Expedition to Canada!  <u>Architecture and Landscapes</u>  Observational Drawing  Painting a Landscape</p>	<p>The Groovy Greeks  (DT cross-over)  <u>3d Work/Pottery</u>  Drawing a Greek pot in pencil/tone; Adding colour  Claywork – designing &amp; making a Greek pot</p>	<p>Magical Mixtures  <i>Artist Study: Escher(Magical Optical Illusions)</i>  <i>The Eye</i>  <i>The Potions Room</i>  <i>Tessellations</i></p>	<p>A Taste of India  <u>Expression Through Pattern</u>  <u>Montage</u>  <i>Multi-media montage using patterned paper; sequins; textured embellishments etc.</i></p>
<p><b>YEAR D (2016-17)</b></p>	<p>To Infinity and Beyond! (4 week topic)  <i>Space Scene in the style of Peter Thorpe</i>  <i>3d ‘Space Critters’</i></p>	<p>Magnificent Mexico &amp; the Mayan Empire (starts Autumn A – 3 extra weeks)  Day of the Dead Mask Design  Mexican Folk Art Mirrors  Amlate Paper Painting</p>	<p>The Fabulous Pharaohs  <u>Egyptian Jewellery</u>  Drawing Studies  Designing own jewellery  Constructing jewellery</p>	<p>The Terrible Tudors  <u>Tudor Portrait Study &amp; Collage</u>  Group Drawing Project: ¼ section of a Tudor portrait (pencil/tone)  Tudor Miniature (Watercolour)  Tudor Collage</p>	<p>Let there be Light!  <i>No Art</i></p>	<p>Rainforest Adventure  <u>Texture in the Natural Environment</u>  Observational Drawing – series of studies (pencil; fine-writer)  Enlarged abstract section (oil pastel)  Enlarged abstract section - paper and mixed media collage</p>