

# Loudwater School

## Art and Design Policy 2022

*"Every child is an artist"*  
*Pablo Picasso*

### Intent

Picasso said that every child is an artist, but went on to say that "The problem is how to remain an artist once he grows up."

At Loudwater School we believe that every child should be given the experiences and the self-belief to remain an artist into adult hood, so that they may choose a career in one of the many art and design based industries, or enjoy some form of art as a leisure activity.

The school believes that art is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities it offers pupils.

### Planning and Resources

We plan together to ensure progression through the Year Groups and to provide a variety of experiences for the children. We plan a range of activities in art, which give opportunities for children to:

- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- Know the names of a range of key artists and recognise their style and some of their work, through the study of specific artists.
- Respond to and evaluate art, including their own and others' work
- Understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work
- Have their work valued and displayed well, around the school throughout the year, and specifically in our biannual art exhibition
- Develop children's confidence in the use of different media through the availability of a wide range of resources

## **EYFS**

The EYFS teacher plans for children to experience creative opportunities and develop art skills within the EYFS curriculum. There are inside and outside areas for Foundation Stage children to select materials independently and to carry out creative tasks, some of which are directed or adult led, but many of which are self-chosen and directed by the children during Free Flow time. The Foundation Stage class is included in whole school projects, art week, the Art Exhibition, workshops, events and competitions.

## **Key Stage One**

In Key Stage One we use the Sonar Curriculum to deliver the National Curriculum for Art and Design. Pupils learn to

- 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 Two**

In Key Stage Two we use the Sonar Curriculum to deliver the National Curriculum for Art and Design. Pupils learn 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

## **Equal Opportunities**

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

**Inclusion**

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

## Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

**Art Week and the Art Exhibition**

Coordinated whole-school project work ensures that Art and Design is given high status in the curriculum and so the school has an art week bi-annually, involving guest artists, a week of art activities and the chance to study a specific artist in more depth. It can also involve trips to Art Galleries. Following this Art Week, the school displays the children's artwork in an art exhibition to which parents and the wider community are invited. The children's work is displayed alongside the work of school staff and other local artists and this ensures that the children see that their work is valued and that they are considered as artists themselves.

**Art and Design Curriculum Map**

The subject leader oversees the planning and creates a whole school curriculum map for Art and Design and a progression map. Children have access to quality resources for each art unit and are taught to use materials with safety and respect. The Art and Design Curriculum is kept broad for as long as possible and is detailed on the Art and Design Curriculum map outlined below. The Progression Map follows.

Art Curriculum Map						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term						
Portraits –painting, collage Drawing skeletons – observational drawings / Chalk skeletons Firework pictures Making poppies / Poppy art work Tiger paintings and playdough models Diwali artwork <b>Role Play</b> –Sophie’s kitchen	Once Upon a Poem – Textiles Antarctic Adventure – Collage A Snowman’s Tale – Paint / Sculpture	Once Upon a Poem – Pencil & Paint Ocean Adventures – Collage / Textiles & tie dye. Journey to the North Pole – Paint & Pencils	Once Upon a Poem – Paint / Digital Media Lost in the Jungle – Print/ Fossil sketches and sculptures Queen of Snow - Paint	Once Upon a Poem – Digital Media / Print On Top of the World – Textiles The Nutcracker - Collage	Once Upon a Poem – Collograph / Print - Hokusai Frozen Folklore – water colour paintings – Jackie Morris Cartoons-Terry Brown	Once Upon a Poem – Digital Media – animation of scene from Jabberwocky Collage
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Term						
Art in fairy tales The Cottingly fairies Modelling 3 pigs house/Brick printing Troll paintings Bridges in art Playdough Gingerbread men Role Play – 3 Pigs Building site/ Billy Goats bridge Bear Paintings Modelling dough bears Teddy Bear masks <b>Role Play</b> –3 Bears crime scene/ Bear’s cave	Fish, fur and feathers – Joan Miro – Sketching, collage, textiles.  Earthwise – Moon water colours / printing	Habitats – Andy Goldsworthy – Natural objects to create art.	Sketches and observational drawings.	Ancient Greeks – Greek pottery – Sketches / clay.	Sketch up computing - 3D modelling A Pre-historic puzzle – Cave art –Charcoal / chalk Symmetrical pencil work – sketching and shading	Darwin’s discoveries – Sketching linked to Darwin.
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term						
Matisse- The snail Mini-beast collages Butterfly printing Caterpillar playdough models/ collages Butterfly printing Ladybird models/ paintings <b>Role Play</b> – Pet shop /Garden Centre -Turner trains and boats Junk modelling space rockets Clay treasure Journey paintings <b>Role Play</b> – Travel agents / Pirate ship /Train station	Great Britain, Great Britons - Print	Great Britain, Great Britons - Sculpture	Great Britain, Great Britons - Sculpture	Great Britain, Great Britons – Textiles – stitching and joining materials. Clothes designers.	Great Britain, Great Britons – Digital Media Charles Rennie Mackintosh Chalk pastels of nebulae and planets.	Great Britain, Great Britons – Pencil / Paint / use of stencils Banksy
Art Week						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Annie Lebowitz	Pablo Picasso	Seurat pointillism	Julian Opie	Bird Sculptures	Frida Kahlo	Gustave Klimt

## Art and Design Progression and Skills Map

Expressive Arts and Design	Art and Design					
	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					
	The national curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none"> <li>● produce creative work, exploring their ideas and recording their experiences.</li> <li>● become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>● evaluate and analyse creative works using the language of art, craft and design.</li> <li>● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>					
	Main focus for each key stage					
	Key Stage 1			Key Stage 2		
	To produce creative work, exploring their ideas and recording experiences.			Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  To create sketchbooks to record their observations and use them to review and revisit ideas.		Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  To create sketchbooks to record their observations and use them to review and revisit ideas.
	Exploring and developing ideas					
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuous Provision provides free flow use of Creative	Use a range of materials creatively to	Use a range of materials creatively to	Create sketch books to record their	Create sketch books to record their observations	Create sketch books to record their observations	Create sketch books to record their observations

<p>areas, Theatre, Role play, Music Area, Dressing up.</p> <p><b>Creating with Materials</b></p> <p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b></p> <p>ELG Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	observations and use them to review and revisit ideas.	and use them to review and revisit ideas.	and use them to review and revisit ideas.	and use them to review and revisit ideas.
	<b>Art and design techniques</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to use art and design techniques in using colour, pattern, texture, line, shape, form and space.	Use and apply art and design techniques in using colour, pattern, texture, line, shape, form and space with a range of materials	Use and apply art and design techniques and improve their control and use of materials. [for example, pencil, charcoal, paint, clay].	Apply art and design techniques with creativity, experimentation and increasing awareness. [for example, pencil, charcoal, paint, clay].	Improve mastery of art and design techniques, in drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Master art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
	<b>Knowledge of other, significant artists</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Learn about the work of a range of artists, craft makers and designers Discuss their own and others' work	Learn about the work of a range of artists, craft makers and designers. Describe the differences and similarities, and making links to their own work.	Evaluate the work of some artists and analyse creative works. Learn about great artists, architects and designers and how their art/design reflected and shaped our history.	Draw on the work of other artists for inspiration and begin to emulate their style. Learn about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of the nations	Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language.	Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language.
	<b>Drawing</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Draw lines of different length and thickness	Use a range of pencils to draw lines of different lengths and thicknesses and show pattern using dots and lines	Use a range of pencils and techniques to show effect, movement, perspective and reflection	Use a range of pencils and techniques to show effect, movement, perspective and reflection	Use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration	Use a wide range of pencils to begin to develop a personal style, drawing in the work of other artists for inspiration.
	Painting					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.	To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.	To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.	To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.	To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.	To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.
	Clay/3D/Sculpture					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In sculpture, use techniques such as rolling, cutting, moulding and carving	In sculpture, create and combine shapes to make recognisable shapes	To improve their mastery of art and design techniques, including sculpting with a range of materials.	To improve their mastery of art and design techniques, including sculpting with a range of materials.	To improve their mastery of art and design techniques, including sculpting with a range of materials.	To improve their mastery of art and design techniques, including sculpting with a range of materials.
	Collage					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To become proficient in other art, craft and design techniques - collage.	To become proficient in other art, craft and design techniques - collage.	To improve their mastery of art and design techniques with a range of materials – collage.	To improve their mastery of art and design techniques with a range of materials – collage.	To improve their mastery of art and design techniques with a range of materials – collage.	To improve their mastery of art and design techniques with a range of materials – collage.

Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use repeat or overlapping shapes, using objects to create print	Use repeat or overlapping shapes, using objects to create print	To improve their mastery of art and design techniques with a range of materials - printing.	To improve their mastery of art and design techniques with a range of materials -printing.	To improve their mastery of art and design techniques with a range of materials -printing.	To improve their mastery of art and design techniques with a range of materials -printing.
Textiles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop a wide range of art and design techniques in using colour, pattern and texture.	To develop a wide range of art and design techniques in using colour, pattern and texture.	To improve their mastery of art and design techniques with a range of materials – textiles.	To improve their mastery of art and design techniques with a range of materials – textiles.	To improve their mastery of art and design techniques with a range of materials – textiles.	To improve their mastery of art and design techniques with a range of materials – textiles.
Digital Media					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Use a range of tools to create different lines, colours, shapes, tones and textures	Use a range of tools to create images video and sound recordings	Enhance digital media by editing including sound, video, animation, still images and installations	Enhance digital media by editing including sound, video, animation, still images and installations
Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Primary colour, secondary colour, tone, tint, shade, pattern, print, texture, line,	Primary colour, secondary colour, tone, tint, shade, pattern, print, texture, line,	In addition to the vocabulary in KS1: Brush technique, mouldable,	In addition to the vocabulary in KS1: Brush technique, mouldable, tessellation, mosaic,	In addition to the vocabulary in KS1: Brush technique, mouldable, tessellation, mosaic,	In addition to the vocabulary in KS1: Brush technique, mouldable, tessellation, mosaic,



	shape, space, sketch, light, dark and shadow	shape, space, sketch, light, dark and shadow	tessellation, mosaic, montage, replicate, perspective, tactile, realistic, impressionistic, observe, perspective, technique, palette.	montage, replicate, perspective, tactile, realistic, impressionistic, reflection, contemporary, convey.	montage, replicate, perspective, tactile, realistic, impressionistic., influence, captivate, emulate	montage, replicate, perspective, tactile, realistic, impressionistic, atmosphere, symbolise, mastery, evocative.
--	--	--	---	---	--	--

### Teaching and Learning

Children will experience an exciting and varied, art curriculum which develops their knowledge and skills. This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within their immediate and wider local area. All children, across the school, will have the opportunity to develop: ideas and creativity, skills and mastery of processes and knowledge of art and cultures. Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrate the process of learning, practising and developing skills in art lessons. Links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

### Role of the Subject Leader

The Art and Design Leader will monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum. This will be achieved in the following ways.

- Monitoring curriculum through regular updating of the Art and Design curriculum map and progression document.
- Monitoring implementation through sharing lessons, learning walks, keeping a record of displays, scrutinising Sketch Books and through discussions with pupils.
- Addressing CPD needs, providing support and advice and offering courses where needed.
- Cultural Capital
- Planning and preparing resources, activities and visitors for Art Week.
- Co-ordinating and staging the Art exhibition.
- Ensuring pupils use a range of materials over the year so as to build their experience and techniques with each material.
- Involvement with the new ODBST Art leaders group.

This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

# Impact

## **Assessment**

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit. Displays within the classroom and corridors will reflect the process as well as final artwork: a range of work across key stages and of all abilities will be exhibited. Sketchbook development will have a high priority in KS2 and be used to record ideas, research about artists, skills development and reflections. Pupils' progress in Art and Design is recorded termly on Target Tracker.

## **Display**

Classroom and corridor displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The Art curriculum at Loudwater School contributes to children's personal development in creativity, independence, judgement and self-reflection.

## **The Art Exhibition**

The art exhibition has a visible impact both within our school and in the local community. Visitors record many very positive comments in the visitors' books and the children's responses to the Exhibition reflect their learning in class and an awareness that they have taken part in creating a very special environment to display their artwork.

## **Preparing pupils for the future**

Our broad art curriculum and belief that all children are artists means that our pupils are well prepared for the Key Stage 3 Curriculum at Secondary School both in terms of their self-belief, their mastery of techniques and their uses of materials and equipment.

C. Harris 2022