

Loudwater Combined School

Art and Design Policy Updated September 2023

"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

The Subject Leader plans the curriculum to ensure progression through the Year Groups and to provide a variety of experiences for the children. The range of activities in Art and Design 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 and specific pieces of their work.
- 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 Subject Leader plans for the Foundation Stage 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

The Subject Leader has planned the Art and Design Curriculum for the teachers to deliver the Key Stage One National Curriculum for Art and Design. Pupils learn:

- 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

The Subject Leader has planned the Art and Design Curriculum for the teachers to deliver the Key Stage Two 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

All children will be supported through scaffolding, different resourcing, 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 creates a whole school Curriculum Map for Art and Design. They also provide a Progression & Skills map for the subject and Schemes for Learning for each Year Group. 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 & Design - Curriculum Map

Foundation stage		
Autumn Focus Artist & Piece - Michelle Reader Jaguar – 2012  Collage Initial letters of names. Drawing Drawing themselves/ their homes / Chalk skeletons/ Tigers Painting & Printing Firework pictures/ Diwali / Poppy art/ Tigers Sculpture Re-cycled tiger sculpture - Michelle Reader’s Jaguar	Spring Focus Artist & Piece - Arthur Rackham The Fairies have their tiffs... 1906  Painting - Art in fairy tales -based on work by Arthur Rackham Photography The Cottingly fairies Sculpture Playdough Gingerbread men / Modelling bears Painting Bears	Summer Focus Artist & Piece - Henri Matisse The Snail - 1953  Collage based on cut outs by Matisse Printing butterfly prints Sculpture Caterpillar playdough/ Clay Ladybird / Recycled space rockets Painting Turner trains and boats
Year 1		

Autumn Focus Artist & Piece - Faith Ringgold Tar Beach – 1990 Painting and wax resist based on work by Faith Ringold 	Spring Focus Artist & Piece - Joan Miro Birds and Insects 1938 Collage and Textiles based on the work by Joan Miro 	Summer Focus Artist & Piece - William Morris Strawberry Thief 1883 Printing Make & use print blocks based on William Morris work 
Year 2		
Autumn Focus Artist & Piece -George Seurat Sunday Afternoon on La Grande Jatte 1886 Painting using pointillist technique, based on work by Georges Seurat 	Spring Focus Artist & Piece - Giuseppe Arcimboldo Vertumnus 1591 Photography used to create Collage and drawing based on work by Arcimboldo 	Summer Focus Artist & Piece - Mackenzie Thorpe Bee Boy 2011 Sculpture Clay models based on work by Mackenzie Thorpe 
Year 3		
Autumn Focus Artist & Piece - Julien Opie Blur 2000 Photography & Collage self-portraits based on work by Julien Opie 	Spring Focus Artist & Piece - Pieter Claesz A still life with an overturned jug, a roemer and a blue lined beer glass...1650 Painting and Collage based on work by Pieter Claesz 	Summer Focus Artist & Piece - Andy Goldsworthy Rowan Leaves and Hole – 1987 Sculpture Natural Sculptures based on work by Andy Goldsworthy 
Year 4		
Autumn Focus Artist & Piece - Catherine Rayner Augustus & his smile 2007 - Painting and Photography Local landscapes based on work by Catherine Rayner 	Spring Focus Artist & Piece - Will Harris Green Woodpecker - 2022 Sculpture Bird paintings and sculptures based on paintings by Will Harris 	Summer Focus Artist & Piece - Vivienne Westwood Pirate – 1981 Textiles mini t shirts inspired by Vivienne Westwood designs 
Year 5		
Autumn Focus Artist & Piece - Hokusai Cuckoo and Azaleas, 1834 Printing Collagraph inspired by work by Hokusai 	Spring Focus Artist & Piece - Charles Rennie Mackintosh Rose C 1920 Painting and Computer designs Flower motifs based on work by Charles Rennie Mackintosh 	Summer Focus Artist & Piece - Frida Kahlo Self-portrait with thorn necklace and humming bird - 1940 Painting Self-portraits based on work by Frida Kahlo 
Year 6		
Autumn Focus Artist & Piece - Friedens Reich Hundertwasser “Irina land over the Balkans”1969 Colour work City landscapes based on Friedensreich Hundertwasser work 	Spring Focus Artist & Piece - Jann Haworth “Calendula’s Cloak” 1967 Textiles Patchwork cloaks, inspired by Jann Haworth’s soft sculpture 	Summer Focus Artist & Piece - Gustav Klimt Portrait of Adele Bloch-Bauer 1903-7 Painting and Collage Based on work by Gustav Klimt 

Art & Design - Progression and Skills Map

Purpose of study

The ELGs below all go towards giving FS pupils the basic skills, knowledge and vocabulary that they

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

will need to engage fully with the Art & Design Curriculum as they transition to Key Stage One.	The national curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none"> • 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.					
EYFS	Key Stage 1		Key Stage 2			
Creating with Materials 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.	Pupils should be taught: <ul style="list-style-type: none"> • 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. 		Pupils should be taught: <ul style="list-style-type: none"> • 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 			
Media and Materials						
Being Imaginative and Expressive 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.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In pencil, draw lines of different length and thickness. In painting, use thick and thin brushes to produce lines and shapes /mix colours to make secondary colours. In collage, sort and use a range of materials that are cut, torn and glued. In textiles, join materials using glue. In print, use repeat or overlapping shapes (using objects to create print).	Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines. In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns /add white to make tints and black to make shades. In collage, mix materials to create texture e.g. coiling, overlapping and montage. In sculpture, create and combine shapes to make recognisable shapes. In digital media use photos taken to develop collage work.	Create sketchbooks to record and revisit observations. In painting, use white to make tints and black to make shades /use white/ light colours to show reflections. In collage, consider the effect of chosen materials and technique. In sculpture, include texture that conveys feelings, expression or movement and refine use of tools. In digital media, use photography to develop printing images.	Create sketchbooks to record and revisit observations In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection. In painting, use watercolours to produce washes for backgrounds. In sculpture, combine visual and tactile qualities. In textiles, use cross stitch and back stitch. In digital media, use photography to develop landscape work	Capture artistic process in sketch book. In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. In painting, use contrasting colours to suggest mood. In print, use layers of two or more colours / press, roll, rub and stamp and create print. In digital media, use computer Paint programme to generate motifs.	In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. In painting, combine colours, tones and tints to enhance mood. In collage, combine visual and tactile qualities. In textiles, use stitching to join materials.
	Art and design Skills					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Personal, Social and Emotional Development Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials.	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials.	Use and apply art and design techniques and improve their control and use of materials.	Apply art and design techniques with creativity, experimentation and increasing awareness.	Improve mastery of art/design techniques with wide range of materials.	Master art/design techniques with wide range of materials.
	Vocabulary					
<p>Physical Development Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to develop artistic vocabulary ego primary / secondary colour, line, light, dark.	Use correct artistic vocabulary e.g. tone, tint, pattern, texture.	Use range of artistic vocabulary to discuss and evaluate work ego observe, perspective, technique, palette.	Use range of artistic vocabulary to discuss and evaluate work e.g. reflection, contemporary, convey.	Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks ego tactile, influence, captivate, emulate.	Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks e.g. atmosphere, symbolise, mastery, evocative.
Significant Artists						
<p>Continuous Provision The following activities are regularly available as part of the Continuous Provision that the pupils can access at any point when they are not directly involved in an adult Guided Session. Use of the Creative area – mark making with a variety of materials, cutting and sticking/ joining activities, playdough, junk modelling etc.</p> <p>Artists & piece studied: Michelle Reader – Jaguar / Arthur Rackham - The Fairies have their tiffs.../ Henri Matisse - The Snail</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Talk about the work of an artist, craft maker or designer. Discuss their own and others' work. Artists & piece studied: Faith Ringgold - Tar Beach Jan Miro - Birds and Insects William Morris - The Strawberry Thief	Know about the work of a range of artists, craft makers and designers. Describe differences and similarities and make links to own work. Artists & piece studied: George Seurat – A Sunday Afternoon on La Grande Jatte Giuseppe Arcimboldo - Vertumnus Mackenzie Thorpe - Bee Boy	Evaluate work of some artists and analyse creative works. Know about great artists, architects and designers and how their art / design reflected and shaped our history. Artists & piece studied: Julien Opie – Blur Pieter Claesz - A still life with an overturned jug ... Andy Goldsworthy - Leaves	Draw on work of other artists for inspiration and begin to emulate their style. Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation. Artists & piece studied: Catherine Rayner - Augustus & his smile Will Harris - Woodpecker Vivienne Westwood - Pirate	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. Artists & piece studied: Hokusai - Cuckoo and Azaleas Charles Rennie Mackintosh – Rose Frida Kahlo - Self-portrait with thorn necklace and humming bird	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. Artists & piece studied: Friedensreich Hundertwasser "Irialand over the Balkans" Jann Haworth - Calendula's Cloak Gustav Klimt - Portrait of Adele Bloch-Bauer

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, Progression & Skills document and Schemes For Learning.
- 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.
- 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 Art and Design leaders from our local network of schools.

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. Sketchbooks are introduced in Foundation Stage and 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 The Sonar 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, their uses of materials and equipment and their Cultural Capital awareness. This comes through an exposure to Art Museums and Exhibitions, a range of artists and artwork, and an understanding of the value of art and design in our society both as a personal outlet and as the basis of a wide range of career opportunities.

Caroline Harris
Art and Design Leader
September 2023